

EDUCATION READING ROOM

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MARCH 1955

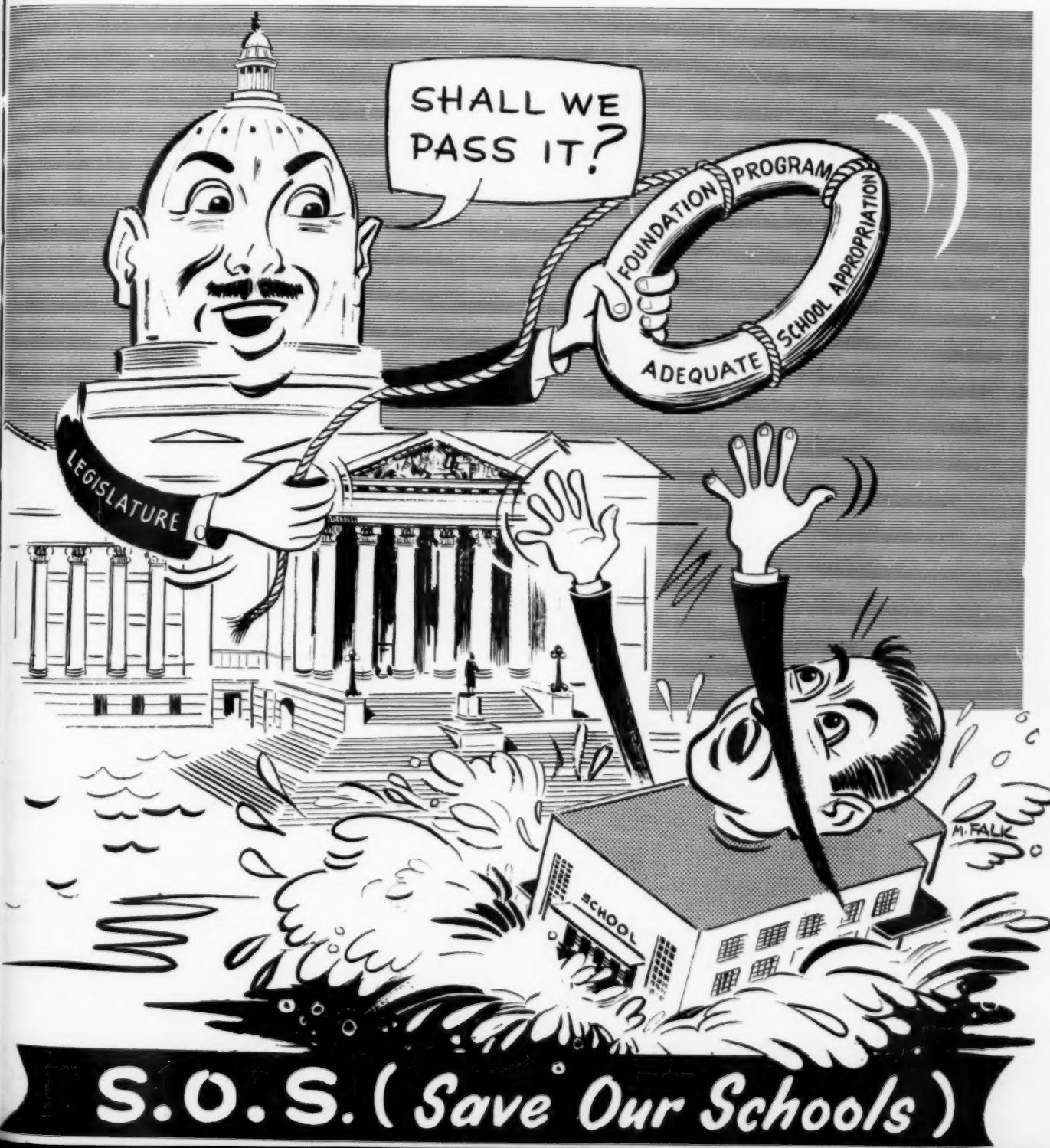
The Case for School Support
poses of Elementary Education
Are You An Inspiring Teacher?

School and Community

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NOTICE

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- MSTA members can have an income up to \$50.00 every week when they are disabled—WITHOUT BEING IN A HOSPITAL!
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Please send me an application for our own dependable MSTA Group Insurance.

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MARCH, 1955

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THE COVER

Our artist, Matt Falk, depicts the opportunity that the Missouri Legislature has to save our schools from slipping backward. The Foundation Program proposed by the Joint Legislative Education Study Committee if passed and financed in full would lift Missouri on the educational ladder.

Send all Contributions to the Editor

General Officers: Harold Lickey, President, Marshall; Reuby S. Moore, 1st V.-Pres., St. Joseph; Clair Brewer, 2nd V.-Pres., Springfield; Robert Russell, 3rd V.-Pres., University City; Everett Keith, Columbia, Sec.-Treas.; Inks Franklin, Columbia, Editor, School and Community and Asst. Sec.; Gordon Renfrow, Columbia, Director Field Service; Marvin Shamberger, Columbia, Director Research.

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IMPORTANT EVENTS

MARCH

- 6 Association for Supervision and Curriculum Development, National Convention, Conrad Hilton Hotel, Chicago, March 6-10, 1955.
- 10 Missouri State Art Meeting, Columbia, March 10-11, 1955.
- 11 Missouri Association of Student Councils Convention, Eldon, March 11-12, 1955.
- 16 Department of Elementary School Principals NEA Annual Meeting, Hotel Sherman, Chicago, March 16-19, 1955.
- 19 Business Education Department, MSTA, Spring Conference, University of Missouri, Columbia, March 19, 1955.
- 19 State-wide Audio-Visual Conference, Columbia, March 19, 1955.
- 28 Northeast Missouri Administrators, South of Highway 36, Columbia, 6:30 p.m., March 28, 1955.

APRIL

- 1 Joint Meeting Department Elementary School Principals, and Missouri Association for Supervision and Curriculum Development, Columbia, April 1-2, 1955.
- 1 Central States Speech Association Conference, Hotel Jefferson, St. Louis, April 1-2, 1955.
- 3 American Personnel & Guidance Association National Convention, Conrad Hilton Hotel, Chicago, April 3-7, 1955.
- 11 Association for Childhood Education International Conference, Kansas City, April 11-15, 1955.
- 11 National Art Education Association Meeting, Hotel Statler, Cleveland, Ohio, April 11-15, 1955.
- 15 Industrial Arts and Distributive Education Annual Spring Conference, University of Missouri, Columbia, April 15-16, 1955.
- 18 Association of Business Officials of Missouri Conference, Mexico, Mo., April 18-19, 1955.
- 23 Department of Classroom Teachers of MSTA Annual Conference, Columbia, April 23, 1955.
- 29 Joint Meeting Missouri Council for Social Studies and the Mississippi Valley Historical Association, Jefferson Hotel, St. Louis, April 29-30, 1955.

JUNE

- 13 Health Education Workshop, Central Missouri State College, Warrensburg, June 13-15, 1955.

JULY

- 3 93rd Annual Convention, National Education Association, Chicago, Illinois, July 3-8, 1955.
- 11 Annual Reading Conference, State Teachers College, Kirksville, July 11-16, 1955.

NOVEMBER

- 2 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 2-4, 1955.

SCHOOL AND COMMUNITY

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Staff Participation In School Problems

The Farmington Public Schools, during the past few years, have attempted to increase staff participation in solving of common school problems.

This year, staff committees have been working on problems which seem most pertinent and important to the entire faculty. In September of this school year, the teachers, by ballot, nominated candidates to serve as their representatives on a committee to work on school problems during the year. Twenty teachers were nominated and seven of these selected to serve as a functioning committee.

All teachers were then asked to submit pertinent problems which might lend themselves to group work. Some 20 problems were submitted by staff members, such as:

1. Personal Problems, such as salaries, sick leave and professional advancement.
2. Orientation of new teachers.
3. A study of the philosophy of education and the objectives of the school.
4. Use of school facilities—conflicts between the athletic department and other groups.
5. Greater help to new teachers.
6. Problems relative to the reporting system to parents.
7. Public relations problems.
8. Problems of the noon hour and cafeteria management.

From this list of problems, the committee eventually selected Personnel Problems. Sub-committees were then appointed to secure the latest material available dealing with the various phases of salaries, sick leave policies and other related problems. As a part of the study, the committee has conducted a salary survey of 40 AAA schools in Missouri. From this survey much valuable information has been received.

It is hoped that by March 15 a new salary schedule will be submitted to the faculty and the superintendent of schools.

The present members of the committee are: Chairman, Mrs. Opal Wright; Members, Miss Leilah Rickus, Miss Vesta Halter, Mrs. Lillian Gideon, Mrs. Neva Karsch, Mrs. Georgia Thurman and Joe M. Tolson.

WORKSHOP STRESSES CONSERVATION

A one-day workshop on conservation of natural resources was held in January in Leadwood, sponsored by the State Conservation Commission and by Leadwood teachers. Jim Jackson, Springfield, was the featured speaker. The Mothers Club of Leadwood provided a luncheon. Dee Norman Powell, superintendent of Leadwood schools, reports the workshop was a great success.

FROM PULPWOOD TO THE printed page

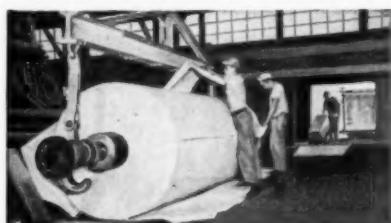


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One of the great bulwarks of America's strength is our free press. No other country even approaches the volume of news and information available to Americans. This has been made possible, of course, by our great forest resources, our manufacturing plants, and our paper, printing, and publishing industries...all of them linked by dependable railroad transportation!



96% of the paper manufactured in this country each year is made from wood pulp. Here, a car-tilter mechanism, built right into the track, is spilling a load of pulpwood from a special freight car into the storage pond at a pulp plant. Most plants keep a year's supply of wood on hand.



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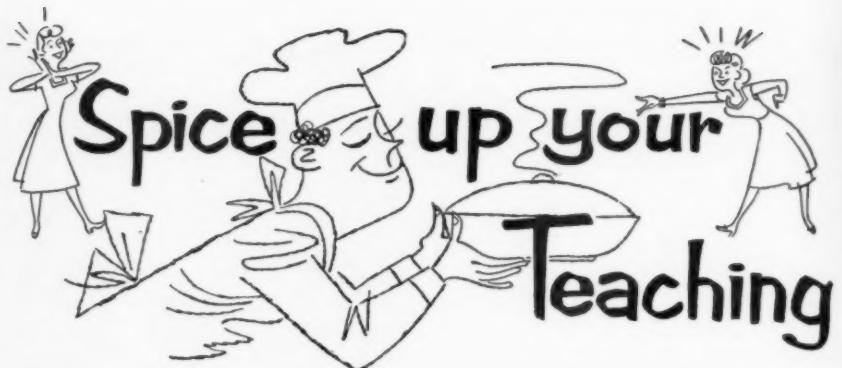
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SOCIAL STUDIES

Resource material for social studies may be found in 20 booklets recently published by the Public Affairs Committee. The booklets are suited for courses on social problems, contemporary affairs, problems of democracy, civics-education, economics, government, consumer-education or intergroup relations.

All are available for \$3.50 from the Public Affairs Committee, 22 East 38th St., New York, N. Y. A descriptive circular on the material is free on request.

CAREERWARD, HO!

For teachers, counselors and administrators faced with the responsibility of helping highschool students select an appropriate career, "Careerward Ho!", a publication of the Guidance Service Section of the Vocational Education Division, State Education Department, should be an invaluable guide.

The 39-page illustrated booklet attempts to give a realistic basis for vocational planning by listing thousands of figures on current jobs, jobs available, separate vocations, salaries, etc. It gives advantages, disadvantages and requirements for many occupations; a list of Missouri colleges and universities; and a discussion of military matters, plus many other helpful sections and topics.

MENTAL ARITHMETIC

The value of skill in mental arithmetic, questioned from about 1900 to the 1940's, is demonstrated in a recent publication, "Solving Arithmetic Problems Mentally."

Before 1900, mental arithmetic was considered by many to be a mental discipline, but believed by many psychologists to be a form for purposeless speed drills.

Its modern purpose, according to the booklet, is geared to functional situations, an increasing understanding of place value and of the numeral 10 as the foundation of our number system, an awareness of number relationships to discover shortcuts after conventional systems are mastered, and recreational devices to motivate and enrich understanding.

Sections are devoted to the meaning

of mental arithmetic, its value, teaching methods, sample tests, and a list of educational service publications.

Order from The Extension Service, Iowa State Teachers College, Cedar Falls, Ia. Price, 25 cents.

FOREIGN LANGUAGE FOR GRADE SCHOOLS?

An illustrated pamphlet growing out of the Conference on Teaching Foreign Languages in the Elementary School, held last March 5-6 in Madison, Wisc., has been made available by the University of Wisconsin.

According to estimates, about 145,000 elementary pupils in 700 schools are now receiving foreign language instruction. A foreign language program is being encouraged in many other communities by various civic or school-connected organizations.

The pamphlet gives "the reasons why," current statistical data, and qualifications necessary for both teachers and pupils, advantages of foreign language study, and objectives the study may make possible, plus many pros and cons.

For a copy, write the University of Wisconsin Extension Division, Madison 6, Wisc. Price, 50 cents.

BETTER DISCIPLINE

A 48-page booklet, "A Guide to Better Discipline," illustrates and discusses school and home discipline for children from pre-school to highschool age.

According to the authors, Dr. Othilda Krug, associate professor of psychiatry at the University of Cincinnati, and Helen L. Beck, a former staff member and instructor of the child guidance home of the University of Cincinnati, the booklet takes a positive view on the necessity for discipline, but emphasizes its constructive aims and sound standards.

One chapter is devoted to ways to handle misbehavior, and others to discipline in the home and in the school. Discipline, the authors say should be directed toward helping the child reach the self-discipline of maturity.

Single copies are 50 cents, with discounts for 20 or more copies. Send orders to Science Research Associates, 57 West Grand Avenue, Chicago 10, Ill.

PreViews

6 NEW EBF SPRING RELEASES!

come to mind as we review the combined efforts of some of the world's greatest nature cameramen and eminent authorities in the fields of physical science, geography and the social studies. Judge for yourself by seeing and using any and all of these new titles:

"REPTILES" (color): Karl Patterson Schmidt, chief curator of zoology at Chicago's Natural History Museum guided this broadly-useful general science film which introduces the five orders of reptiles remaining on earth. The noted nature photographer, William A. Anderson, filmed living sequences of lizards, turtles, tuataras, crocodilians and serpents in their habitat all over the U. S.

"LIFE IN THE FOREST" (color): Here, Anderson's camera artistry vividly shows how forests, like cities, are constantly changing and densely populated. The probing telephoto lens reveals how even the trunk of a dead tree teems with life. What is food for one denizen may be a threat to another, but all depend on plant life for food and shelter.

"ANIMALS IN SPRING" (color): Fourth in the distinguished series of films on animal life during the different seasons — superbly photographed by the noted Lynwood Chace. A delightful spring excursion into the natural environs of bluebirds, ducks, insects, frogs, turtles, foxes, skunks, woodchucks, and others.

"A BALANCED AQUARIUM" (color): Filmed in cooperation with Walter Chute, Ph.D., director of Chicago's world-famed Shedd Aquarium. We see two youngsters going through the steps of setting up a home aquarium. Beautiful close-up color photography of fish — an exciting motion picture and an excellent teaching tool for middle grades.

"READING MAPS" (color): The noted geographer, Clarence W. Sorenson, collaborated in this introduction to the subject for primary grades. It explains the sign language of maps, shows how physical features of an area are translated into map symbols; describes use of scales, directions, legends and titles in map-making and reading. Watch for the fascinating aerial mosaic secured with U. S. Navy cooperation.

"THE HUNTER AND THE FOREST" (A Story Without Words): Sweden's honored filmmaker, Arne Sucksdorff has created this remarkable film which tells its story entirely through pictures, natural sounds and an original music score. This imaginative film will provide exciting stimulus to creative writing in the elementary grades; has truly universal audience appeal. Paul Witty, reading authority, is the collaborator.

EBF's versatile production units are literally spanning the world, and even solar space — filming many other forthcoming EBF classroom classics. Watch for news of "Shakespeare" (filmed at Stratford-Upon-Avon) "John Smith" and "The Pilgrims" (all produced by our own John Barnes) now nearing completion in England. Others in the making include: "Gandhi," "Children of Germany," "Ocean Voyage" and "Energy from the Sun."

Ralph C. Wagner, 30 Mplwood P.O. 683, Columbia, Mo.

ENCYCLOPÆDIA BRITANNICA FILMS
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MARCH, 1955

Audio-Visual Conference

The annual state-wide Audio-Visual Conference will be from 9 a.m. to 3:30 p.m., Saturday, March 19, at the Memorial Student Union in Columbia. No registration fee is required.

The conference will be organized into groups on reading, foreign language, social studies and administration. Programs will be mailed soon.

Specialists on the program include Prof. Charles F. Schuller, director of the Michigan State College audio-visual center; Cecil Floyd, assistant superintendent of Joplin schools; and Maurice Mitchell, president of Encyclopaedia Britannica Films, Inc., of Chicago.

A group luncheon will be served.

The program will be arranged by University Professors A. S. Artley, D. F. Drummond, C. W. Ballew and others and Dr. Ward Ankrum of Stephens College.

The Colleges of Arts and Science and Education and the Adult Education and Extension Service are officially sponsoring the Conference in cooperation with the Missouri State Teachers Association Department of Audio-Visual Education.

New Faculty Members

JOPLIN

Elementary: Mrs. Charlene Russell, Mrs. Grace Winn, Mrs. Lois A. Llewellyn, Mrs. Allene Sandy, Marcella Tharpe, James Cletus Smith, Joann Yates, Hal Barlow, Mrs. Jeanne Gaede, Karl Hudson, Mrs. Pearl Denham, Grace Fender, Mrs. Edna Pittman, Hester Roby, Mrs. Tennie Wann, Mrs. Lenora Williams, Alois Smith, Susanne Montgomery, Mrs. Juanita Petitte, Helen Shreve, Mrs. Norma Long Quinly.

Junior High School: Mrs. Theo Hart, Mrs. Irene Lawson, Mrs. Patricia Righthouse, Aldon Farnetti, Mrs. Jaunita Kerr Kemper, Mrs. Mary Rosenberg.

Senior High School: Harlan E. Mann, Leroy D. Potter, Charles Buddy Ball, Mary Anna Culkin, Robert L. Dean, Eleanor D. Peak, Jack Rosenberg, Raymond Schardine, Charleen Varner, G. C. Williams.

Junior College: Dr. Billie G. Skillman, Orie A. Cheatham.

School Nurse: Mrs. Cleminetene R. Collins.

Green City

O. T. Huffman, High School principal and Sc.; Mrs. O. T. Huffman, H and Soc. Sc.; Mrs. Maryland Long, CS; Miss Berdie Singley, M; Mrs. William Dinham, E; Mrs. Don Burns, HE; and Miss Candace McMasters, Mu. Elementary: Mr. Kenneth Camp, Mr. Vernon Bailey, Mrs. Faye St. Clair, Mrs. Marjorie Harlan, Mrs. Mary Mae Lawrence, June Moots.

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Using Our Language:

Grades 3-8. All aspects of language use, captivatingly interwoven, ensure mastery of communication skills.

Adventures with Numbers:

Grades 1-8. Children learn the "why" as well as the "how" of arithmetic with ample practice in both.

American Life Histories:

Grades 3-8. Our vital American heritage unfolds in easy to read, easy to grasp, fashion.



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&
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National Education Association life membership enrollments are credited to the NEA Building fund.

Are you one of Missouri's 300 teachers that is now eligible to wear the NEA life membership pin? These enrollments plus cash contributions bring Missouri's total for the fund to about \$50,000. Our goal by 1957 is \$125,000.

MEETS QUOTA

The faculty of the Fairview Public School System has raised its quota of \$2 per teacher as a contribution for the NEA building fund.

The 56 teachers have turned in a total of \$112, according to Superintendent Milton Bierbaum. This is the second year that this faculty has met its quota promptly and in full.

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Are you an inspiring Teacher?

by Edwin W. Jones

YOU are an inspiring teacher! You are, that is, if you follow certain principles of logic and warmth, which are not difficult to acquire. Any teacher can improve himself remarkably in these respects.

What are some characteristics of the inspiring teacher? Why are pupils, at both junior high and graduate levels, stirred by certain teachers? Why do pupils eagerly wait for certain teachers to enter the room or begin a discussion?

Alertness and Health. Do you try to maintain an appearance of alertness and health? A friend said to me as we walked down the hall to a 7:00 a.m. class, "This is one class I enjoy going to!" "Why?" I asked, though I felt I knew several reasons why anyone would enjoy this particular class. "Well, for one thing," my friend said, "Have you ever seen a teacher look so *neat* and *alert* at seven o'clock in the morning?" Yes, if you can stay neat, alert, and healthy it will help you to inspire pupils.

Voice. It is easier for you to inspire, to lead, to influence—if you have a resonant voice. "Don't you love to hear him talk?" is a frequent comment heard among pupils. "He surely has a good



An inspiring teacher possesses many attributes

voice," you'll hear others say. You can improve your voice instantly by lowering its pitch one or two tones. Exercises that stress the "oh" and the "ah" vowel also help. Tape and wire recorders point out weaknesses in diction, pitch, and speed. (However, most recorders do not reproduce the *tonal* quality of your voice as faithfully as some of its other qualities.)

Interest in People. Do you like people? Do you like some, dislike others? Try to like everyone. (Of course, this is not always easy.) But the good points of others, their virtues—look for them—and expect goodness of heart in everyone. Forget for the moment their physical appearances. Regardless of the sex of the person facing you, try to be interested in the soul or personality of this individual. Your interest in others will increase their interest in you. Love begets love. Love is a soil for inspiration.

Knowledge of Literature and Drama. Great thoughts of men have been recorded. The Bible, Emerson, and Shakespeare are examples of depth and human feeling. Become familiar with some of the best in literature and drama. Knowledge of this kind gives you authority. Depending on the age

and scholastic level of your pupils recite occasionally, some fitting and outstanding truth you have read. At the proper time say, for example, "Shakespeare said, '_____.'" Pupils are receptive to great thoughts if you are sincere and brief in presentation.

Sincerity. Believe in your work. Believe in the people you meet. Believe wholeheartedly in what you know is right. A man on the street once said to me, "You know, I can't help liking that fellow. He is pretty outspoken but you know he is trying to do what's right. You have to respect a man like that!" Yes, we all respect a man who stands for the right and is ready to stand up and be counted. Sincerity makes for that needed quality of self-confidence.

Self-Confidence. We follow the positive man. People everywhere are looking for leadership. We are so anxious to drop in behind a man who *knows* that we sometimes follow people who only partly know, but who have the *appearance* of knowing. How do we acquire self-confidence? Knowledge is the key. If we *know* we are fearless. We speak out. We inspire.

(See Inspiring Teacher P. 11)

The Case for Additional

THIS statement is submitted with the hope that it may assist the Committee in its consideration of the appropriation for the public schools for the 1955-57 biennium.

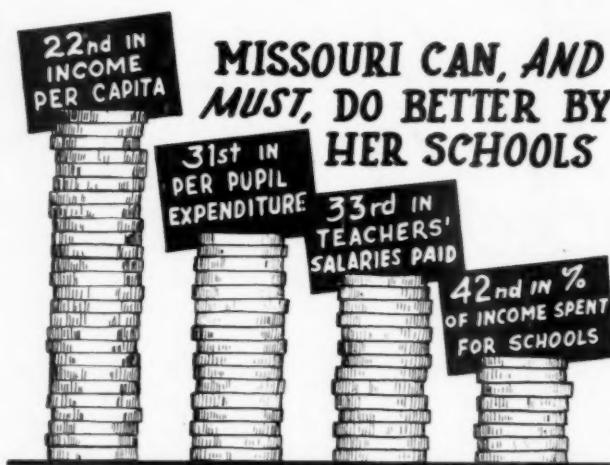
We desire to direct your attention to the educational and financial implication of the increasing school enrollment, overcrowded classrooms, and the shortage of qualified teachers.

You are well aware of the tremendous increase in the number of births in recent years. The number of resident live births in Missouri increased from 56,517 in 1937 to 91,447 in 1953, a percentage gain of 61.9. The provisional figure of 91,700 for 1954 indicates that last year will establish another new record. During the last seven years births in Missouri have averaged 56 per cent above the 1937 level.

The impact of the increased number of births upon the schools is now being experienced in the elementary grades and will soon hit the high schools. Enrollment last year in the Missouri public elementary and secondary schools was 79,910 above 1947-48. Enrollment this year is more than 21,500 over last year.

The higher enrollment has been accompanied by an increase in the number of elementary classrooms with enrollments above 35. Enrollments above thirty-five have an unfavorable effect upon the educational opportunities of boys and girls. This year three thousand three hundred and twenty-nine elementary classrooms have enrollments of 35 to 39 pupils. One thousand three hundred and seventy-eight have enrollments of 40 to 44 pupils. Five hundred twenty-three have enrollments of 45 or more pupils with the maximum class

Missouri State Teachers Association Legislative Committee presents to the Appropriations Committees and other members of the legislature these facts to aid in determining an adequate school appropriation.



size of 68 pupils. A total of five thousand two hundred and thirty elementary classrooms have enrollments of 35 or more pupils.

A substantial part of the shortage of teachers is concealed by enlarging classes. More than two thousand additional teachers would be required during the present school year to reduce the enrollment of all elementary class-

rooms to 30 pupils each. The cost for the additional teachers during the biennium at an annual salary of \$2,800 would be \$11,200,000.

The increase in the size of the elementary classroom enrollment may be attributed to the scarcity of qualified teachers, the lack of classrooms to house the increasing enrollment now concentrated on the elementary level and insuffi-

School Support

Ward Barnes, Chairman, MSTA Legislative Committee presented this material at a hearing on House Bill No. 2 on January 18, 1955. The Appropriations Committee increased school support \$11,000,000.



MISSOURI MUST DO BETTER BY HER CHILDREN



cient funds to employ the teachers needed.

Enrollments will increase in excess of 20,000 pupils during each year of the next biennium. To provide one teacher for each 30 pupils of this additional enrollment would require 666 additional teachers for the next school year and 1332 additional teachers for the second year of the biennium. If

teachers could be secured at \$2,800 a year, the cost for the salaries for the additional teachers would be \$1,864,800 next year and \$3,729,600 for 1956-57.

One of the most difficult tasks of the public schools in our state is to attract to and retain in teaching a sufficient number of qualified teachers.

The number of persons current-

ly completing requirements for teaching certificates in all educational institutions in Missouri is less than one-half the number needed to replace those leaving the profession and to provide for the additional enrollment. Less than sixty per cent of those who qualified for teaching certificates in Missouri last year are teaching in the State this year. Many of those educated in Missouri leave the State to teach.

The increasing age of Missouri teachers indicates that many classrooms have been kept open by bringing back into the schools many older women. In 1954 more than 60 per cent of the women teachers outside of St. Louis and Kansas City were forty or more years of age compared with 44.9 per cent in 1947 and 15.8 per cent in 1937. Family responsibilities will cause the services of many of these to be temporary in nature.

At the opening of this school year, 204 of the 833 districts maintaining high schools and six-director elementary school districts were without a complete teaching staff. Many districts have kept classrooms open by the employment of teachers having less than the recognized minimum standard of preparation. As mentioned before, enrollments in excess of 30 pupils per classroom represent an urgent need for teachers.

Salary

There is a preponderance of evidence that salary is chiefly responsible for the insufficient number of qualified teachers.

The salaries of Missouri teachers have not advanced as rapidly as many incomes in Missouri.

The most inclusive measures of incomes in Missouri are per capita

income and the wages of the employees covered by unemployment compensation.

The per capita income in Missouri increased 240 per cent between 1939 and 1953. During the same period the average salary of Missouri teachers, principals and superintendents increased only 161.5 per cent which was substantially less than the gain in per capita income.

The wages of the 883,468 Missouri employees covered by unemployment compensation, comprising more than two-thirds of the non-agricultural employees in the state, furnish another broad basis for comparison. In 1939 Missouri teachers received an average salary \$117 less than the average salary of workers covered by unemployment compensation. By 1953 the difference had increased to \$527.

Both of these comparisons show that teachers' salaries in Missouri have not advanced enough to retain for Missouri teachers even the relative economic position enjoyed in 1939.

Higher salaries are paid teachers in many other states than in Missouri. According to the Research Division of the National Education Association, the average salary of \$3,320 paid Missouri teachers, principals and supervisors in 1954-55 is \$612 less than the average in the nation. In teachers' salaries, Missouri ranks 33rd. It would require an additional \$15,992,172 a year to pay salaries to Missouri teachers equal to the national average.

The higher salaries paid teachers outside Missouri is reflected by the large number of teachers educated in Missouri who accept teaching positions in other states.

During the first half of 1954, 30 per cent of the teacher placements reported by our state institutions of higher learning were outside Missouri, according to a study made by the Research Division of the Missouri State Teachers Association. The median salary of the placements outside Missouri was \$3,526 or \$517 higher than the

median of placements in Missouri.

Approximately 4,000 teachers who taught in Missouri last year are not teaching in Missouri schools this year.

A preliminary report of a study of the reasons for leaving teaching positions in Missouri other than for retirement shows that 35 per cent accepted teaching positions in other states, 24 per cent left teaching for other types of employment, 28 per cent left for marriage and family reasons and 13 per cent left for miscellaneous reasons such as health, conditions of employment, entering the Armed Forces, or continuing education. This would indicate that economic factors were the chief considerations for 59 per cent of those leaving teaching in Missouri.

To parents and citizens in general, the most compelling reason for increasing teachers' salaries in Missouri is the long-continuing shortage of qualified teachers. Without better salaries the shortage of qualified teachers will continue to grow. In the years immediately ahead, thousands of additional teachers will be needed to provide for increasing enrollments and to fill positions of those leaving teaching. Many of the married and older women now teaching will be unavailable to continue their work in the schools. The public cannot expect teaching to attract the number of persons needed from the general ability level desired unless teaching is compensated in line with other work requiring a high level of ability and years of education.

Basic to the solution of the problems of increasing school enrollments, over-crowded classrooms and the shortage of qualified teachers is increased school funds. It may be observed that additional children will make necessary the employment of more teachers and will entail other expense. To relieve overcrowding will of course require additional teachers and classrooms. Increased salaries for teachers are necessary to attract and retain the qualified profes-

al staff needed to serve our children.

It is understood that the proposed plan of the Joint Legislative Committee created by the Sixty-Seventh General Assembly would require an annual increase of approximately \$16,000,000 in state support for public schools.

Since Missouri must compete with other states for teachers, a comparison of levels of school finance seems relevant.

Needed to Reach Average

Missouri's current expenditure per pupil in average daily attendance in public elementary and secondary schools for the school year 1953-54 was \$232.00 compared with the national average of \$250.62. Average per pupil expenditure would have required more than \$11,000,000 more than Missouri spent.

In ability to support education as measured by income per child of school age in 1953, Missouri ranks 16th among the states. In income per child enrolled in public schools, our State's rank was 17th. In per capita income Missouri ranked 20th.

In effort to support education as measured by the per cent of income that was spent for current educational expenditures in 1953-54, Missouri ranked 42nd. Had Missouri devoted 2.43 per cent of income for current educational expenditures which was the average for the nation, our current expenditures would have been \$24,462,000 greater.

While school expenditures have increased, they have not increased in proportion to the increase in the income of the people of the state. The total current expense of \$138,129,262 for Missouri's public elementary and secondary schools for last school year constituted 2.04 per cent of the \$6,768,000,000 income of the people of Missouri for 1953. The \$45,000,000 spent for current expense sixteen years earlier was 2.63 per cent of the state's income of \$1,709,000,000.

Concerning the division of school

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support between the state and local government, comparisons of Missouri to the national average may be noted. During the 1953-54 school year 33.5 per cent of the revenue receipts of Missouri schools came from the state. For the nation, state sources furnished 37.7 per cent of revenue of schools. Seventy-two dollars per pupil enrolled were supplied for all purposes including capital outlay from state sources in Missouri compared with \$102 from state sources in the nation.

In Missouri local school districts have provided the major part of funds for school building construction. In 1953-54 the capital outlay of school districts was \$41,468,295 with the state providing \$1,796,278. State building aid went almost exclusively to reorganized districts.

Studies of the State Department of Education indicate that the number of classrooms needed by 1960 are 750 to relieve overcrowding, 5,000 to replace unsatisfactory facilities and 4,000 to take care of the increasing enrollment. This is a total of 9,750 classrooms. At \$20,000 for each classroom, a total of \$195,000,000 for school buildings will be needed by 1960. This means a tremendous burden in the future on real and personal property.

Local Support

The question may arise concerning the effort of local districts to meet increasing school costs. The average tax levy on the one hundred dollars assessed valuation in high school districts has increased from \$1.08 in 1943-44 to \$2.12 for 1953-54. In 1943-44 levies in rural districts averaged 43 cents; now the average is \$1.10. Local school levies were again increased this school year. The revenue receipts of school districts from local sources in Missouri increased from \$41,607,190 in 1943-44 to \$103,763,335 for the 1953-54 school year. This is an increase in amount of more than twice the dollar increase in state school funds.

In consideration of the necessity of both state and local funds for

the support of education, it may be pointed out that state funds are needed for at least three basic reasons. It is recognized that Missouri communities differ widely in their ability to provide schools. It is evident therefore that if schools were supported by local funds alone, either our boys and girls would be provided with grossly unequal educational opportunities or the burden of school support would be exorbitant in the poorer communities. Thus state funds are necessary to equalize educational opportunity.

State funds are necessary in order that the cost of education may be shared by those who have incomes not directly related to the ownership of real and personal property. Two-thirds of the income of the people of Missouri is in the form of wages and salaries. Other income is from profits of corporations and unincorporated business. The taxes on real and personal property, which now produce two-thirds of the school revenue in Missouri, are not adapted for reaching the major sources of personal income. The local school district is not a suitable agency for the levying of taxes other than on real and personal property. State taxes collected from varied sources and distributed to all school districts places a part of the cost of education on tax sources other than real and personal property. Missouri's state tax load is low among the states when considered either on a per capita basis or on a per cent of income.

The general school apportionment for the last three school years is as follows: 1951-52, \$46,196,699; 1952-53, \$45,060,464 and 1953-54, \$44,493,482.

It would be exceedingly helpful to local school districts in planning for next school year if the appropriations for public schools could be made early in the Session. It will be recalled that before long proposed local levies must be determined and teachers re-employed.

The educational well being of our boys and girls and the future

of our state make it imperative that we act swiftly and decisively in meeting the tragic financial needs of our public schools. We are only desirous of being of every possible assistance in this most necessary and significant endeavor.—Legislative Committee Missouri State Teachers Association.

Inspiring Teacher

(Continued from Page 7)

You and I respect a man who knows!

How do we acquire knowledge? One method is to practice self-denial. Self-denial of the sensual gives more time to think; more time to read what great minds have recorded. "Seek the Truth and it will set you free," said the Bible. Truth brings confidence. Confidence begets ease of manner and humor is only a step away.

Humor. Do you have a sense of humor? (You need *some* humor about you to inspire others.) Great truths need to be flavored with an occasional and direct smile. A twinkle in the eye and lips turned upward at the corners have lightened and inspired the weary more times than reckoned. Seriousness can become heavy, especially if your listeners are young. If you give of good humor and love of life to your listener, he will return it to you.

If you try to follow the suggestions given in this article (gained from observing several inspiring teachers)—and add a few of your own—you will be on the road to your goal of becoming an inspiring teacher.

When you remain in the hearts of your pupils you will, in years to come, be greeted with that most beautiful of sights—a sincere smile. Eyes will lighten at your approach and the hands of your former pupils will reach out and eagerly seek yours. Two hearts will beat high with *respect* and *affection*. Am I an inspiring teacher? No, but I know a man who is—Dr. Merle C. Prunty, of Stephens College, Columbia, Mo. He is the inspiration for this article.

Joint Meeting

Elementary School Principals and ASCD

University of Missouri, Columbia, April 1-2

PRINCIPALS



Virginia George
President



V. Carl Ilgen
V.-President



Dr. Glen L. Hanks
Secretary

ASCD



Margaret Buerkle
President



Dr. Roy F. Little
V.-President



Dr. Lois Knowles
Secretary

THEME: Guidance in the Elementary School

Thursday, March 31, 7:30 p.m.

Executive Committee—Association for Supervision and Curriculum Development

Executive Committee—Department of Elementary School Principals

Meet in Laboratory School Committee Rooms

8:30 p.m. Nominating Committee—ASCD; Nominating Committee—DESP

Friday, April 1, 7:30 a.m.

Breakfast Meeting, Program Personnel, Grill Room—Student Union

8:30 Registration—Laboratory School
(Unpaid dues accepted—Dinner tickets for sale)

FIRST GENERAL SESSION—10:15 a.m.

Greetings: Dr. L. G. Townsend, Dean, College of Education, University of Missouri

MSTA News: Mr. Everett Keith, Executive Secretary, MSTA

Progress Report: Elementary School Classification, Mr. Hubert Wheeler, Commissioner of Education
Committee Report: Mr. Joe Combs, Chairman—Handbook Committee

SECOND GENERAL SESSION—1:30 p.m.

Business Meeting

DESP—Laboratory School Auditorium

ASCD—Committee Room

2:30 Conference: *Guidance in the Elementary School*

SYMPOSIUM:

Guidance in the Elementary School—general subject
Overview: Mr. George Mower, Director Guidance, State Department of Education

Understanding and Working with the Child: Miss Betty Orr, Committee on Human Development, University of Chicago.

Guidance in Home—School Relationships: Dr. O. T. Richardson, Guidance Department, Washington University, St. Louis

Child Accounting in Guidance: Mr. Robert

MacNeven, Director, Pupil Services, Kansas City, Missouri

Buzz Session
Question Time

THIRD GENERAL SESSION—6:30 p.m.

Dinner Meeting, Student Union Building

Address: *Setting Our Sights*—Dr. Camilla Low, professor of Education, University of Wisconsin, Madison, Wisc.

9:00 p.m. Fellowship Hour—MSTA Building

FOURTH GENERAL SESSION

Saturday, April 2, 8:00 a.m.
Mr. V. Carl Ilgen, Presiding

Meeting

New Officers and Executive Committee

Committee Rooms—Laboratory School

9:00 a.m. Address: *Integrating Guidance with Instruction*, Dr. Camilla Low, Professor of Education, University of Wisconsin, Madison, Wisc.

Workshop in Group Dynamics

Director: Dr. Hugh W. Speer, Dean, School of Education, University of Kansas City

PROGRAM COMMITTEE

Chairman: Mary Elizabeth Thomson, Benjamin Harrison School, Kansas City

Virginia Renshaw, Elementary School, Springfield

Wayne Snyder, Border Star School, Kansas City

Anne Lohman, Noland and Dekalb Schools, Independence

Burel Lowry, Lee School, Columbia

V. Carl Ilgen, Pershing School, University City

Virginia George, Elementary School, Albany

Consultant: Mabel Trumbo, Woodland School, Kansas City

Consultant: Glen L. Hanks, Meservey—Chick Schools, Kansas City

Consultant: Miss Margaret Buerkle, President, ASCD, Lemay Public Schools

Parent Outlines Purposes of Elementary Education

by William E. Mortimer

AS I think about purposes of elementary education, the thought enters my mind that I am a parent—a father. I have children, who have completed elementary education and have gone on for additional education, but I still have a child in elementary school, and I am concerned with the things the school is doing for him.

I think also that I am a member of society. I pay taxes to help support schools, and I vote, often on matters pertaining to education. Then I begin to think in terms of what elementary schools have done or are doing for my children to give me value for the money I have invested.

As I continue to let my thoughts run somewhat at random, I begin to realize how grateful I am that my children live in a land of freedom—in a democratic nation. Our forefathers established a constitution for this country which guaranteed for my children, and for all children in this country, the right for "life, liberty, and the pursuit of happiness." This is important. The children of this country live under a system that men have sought to attain through the ages.

Should Learn Democracy

Few have realized it. Do my children understand this and do they appreciate the privileges they enjoy under this system? Do they realize the wealth of opportunities afforded them because of this kind of government? Do they know they are free to choose the kind of work they want to do and where they shall do it? Do they know

What should elementary schools do to promote mental, physical and moral development of my child?

that they are free to assemble and to say what they want to say?

To answer these and similar questions tells me our schools have an obligation in this matter—an obligation to teach the principles of democracy, to let our young people know what democracy means—what it does for us in our lives and what we must do to preserve it.

A Sense of Responsibility

My thoughts go on to another basic idea—that of our responsibility in this democratic society. True, we are free to do about as we please, but we must remember that all those with whom we associate are also free to make the same kinds of choices. This tells us, then, we must not do things which infringe upon rights of others and we therefore have an obligation to our fellow men.

In other words, there is a price we must pay for this freedom. That price is responsible action. I want the elementary school to make this clear to my child and to all the children so they can learn to live together and assume their responsibilities in this democratic society.

Live together. That presents another basic idea. As my child enters the elementary school he gets his first contact with the school situation. He begins to associate daily with more persons than he has likely ever associated with for any period of time in his life. He must now become a social being. Likely he has learned many things about this in the home and in group activities of one sort or another in which he has engaged,

but this is different. He is meeting with a class nearly every day and his circle of friends is continually enlarging.

Acquire Cooperative Skill

As his school days roll along he should learn what it takes to get along with his associates, how he must learn to give and take, how far he can go so that he does not tread upon the rights of others, and how far others can go so that he does not lose his rights. This may be thought of as learning cooperative skills. These, and many other things which go to make up our human relations can be taught in elementary education. Surely this is one of the purposes for such education.

As we live together we must learn to work together. As these children grow to maturity they must select, prepare for, and enter some kind of occupational pursuit. In this day of specialization when there is need for such a great amount of training I cannot expect the elementary school to train my child so he is ready to enter employment. Neither can I expect my child to have made a selection of the kind of work he will do after leaving school, but I can expect him to learn something about how people make their living, how they must learn to work together, how some of our goods are produced, how our economic system functions, the great variety of work that is done today, and what some of the possibilities are for his making a living.

The school can also help my child to determine some of the

things in which he is most interested and most capable. I would feel, then, that another of the purposes of elementary education is to give my child a start along these lines.

Now another thought enters my mind. What can my child do? How can he determine this? In what things is he most interested or how does he develop interests? Here the elementary school can give him excellent assistance. During the time he is in school he will learn that he has strengths and weaknesses—that some things come to him more easily than others.

Under the help of his teachers he can learn to strengthen some of his weaknesses, but even so he will learn that he does some things better than he does others, and that he is more interested in some things than in others. Here is where he begins to realize his capabilities and potentialities. Here is where he begins to realize himself and with the right kind of help from his teachers he can begin to make choices in line with his abilities and capacities. Of course, he will not get very far along these things in the elementary school, but he can make a good beginning.

To work along the lines of his special interests and abilities is not sufficient, however, nor desirable to too great an extent upon the elementary level. There are certain things that he and all children must learn. These have been called by various names such as fundamental processes, the three R's, etc.

Fundamentals A Necessity

I am little concerned with what they are called, but I am greatly concerned with the fact that children need to learn these fundamentals. I want my child to be able to read and to read well. I want him to be able to write legibly, and to be able to use our arithmetical system adequately. I want him to know something of literature and of music. I want him to know and appreciate something of art. I also want him to know something of the history of man that

he may gain an appreciation of his place in the whole picture.

To me these things are all fundamental so he may learn to live richly and fully. Elementary education seems to have accepted this as one of its purposes, and I am grateful for it.

If elementary education is doing all the above mentioned things for my child, it might be easy to think the purposes have been fulfilled adequately and my child has received all he can reasonably expect. However, I feel that there are other important things that the elementary school can readily do and should do. They may be part of the purposes discussed above, but to me they are important enough to be given special mention.

Character and Judgment

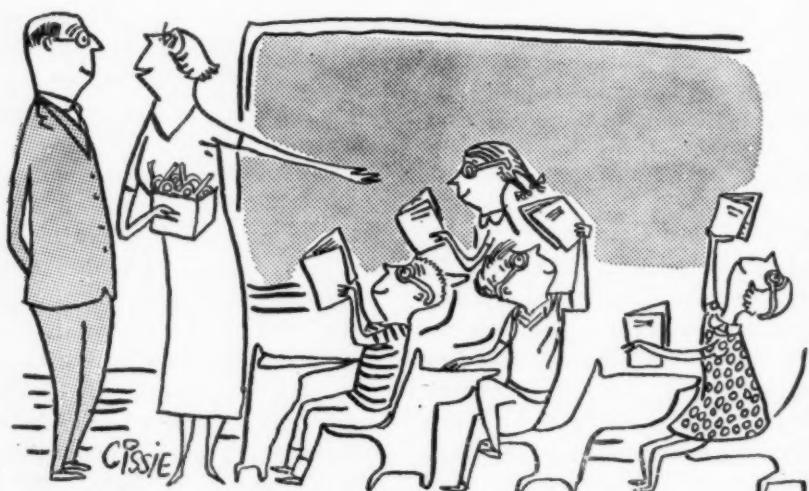
For example, my child should come from the elementary school with high standards of ethics and morality. He should be familiar with the good things in life and should have a keen sense of what is right and what is wrong. Much discussion could be given to this matter, especially to what constitutes right and wrong. It is not the purpose here to discuss this matter, but my child can be given a foundation upon which to base his own judgments of right and wrong, and he can learn those things that are socially acceptable.

He can also be taught how to work, and to appreciate the value of work. Too many young people of today have come to feel the world owes them a living, but I want my child to learn the value of work and to be willing to do his share of it.

I feel too, elementary education can help my child to develop initiative and to be willing to stand on his own feet. I do not want him to be afraid to express himself before groups, large or small, or to be fearful of trying out some idea that he has thought through clearly. The elementary school is the place where the foundation for these things is laid, for this is the time when he is forming behavior patterns that will stay with him throughout his life.

It cannot be expected that six or eight years of elementary education will accomplish these purposes completely, but a foundation can be laid on which he can build as he continues his education.

Our thesis is stated thus: "A school is a social institution created by society, maintained by society, to do certain things that society wants done." The purposes of elementary education discussed in this paper are, in my estimation, some of the things which society wants done.



"They find class so much more interesting since I started giving them three-dimensional glasses . . ."

Legislative Developments

School legislation under consideration by the 68th General Assembly up to Feb. 7

Joint Legislative Education Committee Proposals

Five bills were introduced in the Senate for the Joint Legislative Education Study Committee by Senator Hawkins and eight bills were introduced in the House for the Committee by Representative Mickelson. Hearings have been held on all these bills except Senate Bill No. 4.

Senate Bill No. 3, providing a foundation program of education, is ready for Senate perfection.

Senate Bill No. 4, providing for an increase in the sales tax from two per cent to three per cent, is in the Senate Ways and Means Committee.

Senate Bill No. 5, making transportation aid available to all districts, is in the Senate Education Committee.

Senate Bill No. 107, requiring each six-director school district to have a biennial audit, is in the Senate Education Committee.

Senate Bill No. 108, providing for a change of boundaries in six-director elementary and high school districts, is in the Senate Education Committee.

House Bill No. 53, relating to the submission of plans of reorganization by the county board of education, is in the House Education Committee.

House Bill No. 54, providing for the election of the county board of education by popular vote and making special provision for counties of the first class, is in the House Education Committee.

House Bill No. 55, providing that districts not maintaining high schools shall pay the per pupil cost of high school pupils less a deduction of sixty-five dollars to be provided by the state, is in the House Education Committee.

House Bill No. 56, providing

that the county board of education may submit reorganization plans proposing the division of existing school districts, is in the House Education Committee.

House Bill No. 57, relating to the division of the property and liability of divided school districts, is in the House Education Committee.

House Bill 58, relating to the apportionment of state school moneys to reorganized school districts, is in the House Education Committee.

House Bill No. 59, relating to the disorganization of enlarged districts, is in the House Education Committee.

House Bill No. 60, providing that part of a plan of reorganization may be approved by the State Board of Education and submitted to the voters and setting a minimum of two hundred pupils in A. D. A. or at least one hundred square miles of area for an enlarged district submitted without the approval of the State Board of Education, is in the House Education Committee.

Constitutional Amendments

Senate Joint Resolution No. 1, introduced by Senators Long and Gibson, submitting to the people a bond issue of not more than \$75,000,000 to provide a fund for the use of the public schools, the state mental institutions, and the state penal system as directed by the General Assembly, is in the Senate Education Committee.

Senate Joint Resolution No. 2, introduced by Senators Long and Gibson, submitting to the voters a constitutional amendment for a one cent sales tax, to be used for the public schools, the state mental institutions, and the state penal system in such manner as the General Assembly shall provide, is in

the Senate Ways and Means Committee.

Senate Joint Resolution No. 5, introduced by Senator Johnson, submitting to the voters on October 4, 1955 for approval or rejection, an act providing a cigarette tax and a tax of one per cent on taxable income with the moneys collected to be credited to the public school fund and the general revenue fund, is in Senate Ways and Means Committee.

House Joint and Concurrent Resolution No. 6, introduced by Representatives Hamilton and Wright, submitting to the voters a constitutional amendment providing that the commissioner of education shall be elected, is in the House Committee on Constitutional Amendments.

Continuing Contract

House Bill No. 77, amending the continuing contract law as recommended by the Assembly of Delegates, is in the House Judiciary Committee. It is expected that the proposal will be heard at a relatively early date.

Social Security

Senate Bill No. 186, introduced by Senator Long, providing that certain employees in positions covered by a retirement system may be covered by Federal Old Age and Survivors' Insurance, is in the Senate Committee on Public Health and Welfare. The bill provides that the Governor may authorize a referendum to determine whether or not positions covered by a retirement system shall be covered by O. A. S. I. No detail is given with respect to the referendum except that it shall comply with the federal act. It appears that the Governor could call the referendum on an individual district basis or as a unit for retirement system. It seems that social security coverage could be provided on an individual school district basis.

It has been the thought of your Legislative Committee that enabling state legislation should contain some declaration of policy as

does the federal law to the effect that federal social security coverage shall in no way impair existing retirement systems.

Other Bills

House Bill No. 7, introduced by Representative Martino, appropriating funds for the State's institutions of higher education, is in the House Appropriations Committee.

House Bill No. 9, introduced by Representative Martino, appropriating \$3,500,000 from the postwar reserve fund for building aid to reorganized school districts, is in the House Appropriations Committee.

House Bill No. 18, introduced by Representative Wallace, providing a tax of two cents per package on the sale of cigarettes to raise money for public schools, is in the House Committee on Taxation.

House Bill No. 27, introduced by Representative Canaday, increasing from \$100 to \$175 the maximum per capita state reimbursement for the education of mentally retarded and mentally deficient children and extending the provisions of the program to non-educable children to be financed from the state school fund, is in the House Committee on Child Welfare.

House Bill No. 48, introduced by Representative Ham, providing that the sales tax from motor vehicles and automotive parts, except the percentage set aside for public schools, be used for county roads, is in the House Committee on Governmental Organization.

House Bill No. 63, introduced by Representatives Bachler and Long, relating to sales tax on motor vehicles and providing that "purchase price" means the actual cash price of the motor vehicle, is in the House Committee on Taxation and Revenue.

Bills Changing Status

House Bill No. 67, extending to forty years the period for which revenue bonds may be issued by state educational institutions, is in the Senate Education Committee.

House Bill No. 74, making driv-

ers' education a required course for every pupil in high school, failed on perfection in the House.

House Bill No. 100, introduced by Representatives Walsh (18th Dist.) and Kramer, establishing a division of free motor bus transportation for school children, attending both public and private schools, in the Department of Public Health and Welfare and providing that the state shall pay out of the general revenue four dollars per month for each child transported with the counties and the City of St. Louis paying the difference between the total cost of such transportation and the state funds provided, is on the House calendar for perfection.

House Bill No. 102, introduced by Representative Butler, providing that fines and penalties for violations of certain highway traffic regulations shall be transmitted to the state treasurer and distributed to the counties on the basis of average daily attendance, is in the House Ways and Means Committee.

House Bill No. 111, introduced by Representative Tulloch and others, providing an appropriation to the Northwest Missouri State College of \$300,000 from the Post-war Reserve Fund for the purpose of building dormitory facilities, is in the House Committee on State and Teachers Colleges.

House Bill No. 116, introduced by Representative Baltz, providing that Shannon County be in the Southwest Missouri State College District, has gone to the Senate.

House Bill No. 117, introduced by Representatives Penman and Burnes, relating to the marking of school buses, is in the House Committee on Motor Vehicle and Traffic Regulation.

House Bill No. 118, introduced by Representative Curran, relating to teacher and school employee retirement system of St. Louis, has been heard by the House Education Committee.

House Bill No. 120, introduced by Representative Tyus and others,

abolishing segregation in public schools, is in the House Public Schools Committee.

House Bill No. 152, introduced by Representative Uxa and others, providing for the licensing and regulation of private schools, is in the House Education Committee.

School Appropriation

House Bill No. 2, setting aside funds for the public schools for the 1955-57 biennium, has not yet been perfected in the House. The House Appropriations Committee voted to set aside 37 per cent of the state revenue for schools.

Senate Bill No. 111, introduced by Senator Sawyers, relating to the formation of new school districts, is in the Education Committee.

House Bill No. 182, introduced by Representative Summers, providing for the payment of state aid for pupil transportation on the basis of students transported per mile traveled, is in the House Committee on Transportation.

House Bill No. 190, introduced by Representative Butler, increasing the tax on intangible personal property from 4 to 8 per cent of the yield, is in the House Committee on Taxation and Revenue.

House Bill No. 215, introduced by Representative Underwood, relates to the employment of superintendent and teachers in districts maintaining high schools in first class counties.

House Bill No. 216, introduced by Representative Jones (St. Louis Co.) would authorize school districts and other political subdivisions to operate and maintain systems of public recreation.

House Bill No. 217, introduced by Representative Harlin, would increase the maximum state reimbursement for transportation to \$6 per pupil per month.

Senate Bill No. 193, introduced by Senator Sawyers, relating to tax anticipation notes of school districts having a population of 75,000 to 700,000, is in the Senate Education Committee.

(See Legislation Page 41)

Our Teacher Poets

MODERN MIRACULOUS

IT USED TO BE, when snows piled high,
Folks had to drive a weary way
In farmer cart or open sleigh
—A journey which was far from warm—
So I could greet them with my eye.

But now when snow threads winter gloom
And gray winds on the bare hills sob,
I simply turn our T.V. knob,
And all the world, untouched by storm,
Walks right into our living room!

—*Gilbert Malcolm Fess, Columbia*

TIME OUT

WHEN THE DAY is long and all uphill,
When things go wrong and they surely will,
When the fight is hard and you just admit
That you feel you're certainly going to quit,
When your bank account is mighty low
Stay in there and pitch, there is not time to let go.
Take time out to rest for a little while,
But take hold again and then work with a smile.

Many a teacher has given up hope,
She is sure that Henry is just a "dope."
But life is queer with its twists and turns
And sometimes we find that the little dope learns.
Perhaps a failure could be turned about
If only a teacher had found him out.
Take time out to rest for a little while
But take hold again and then work with a smile.

—*Helen Kitchell Evans, St. Clair*

A LIKENESS IN GRANDFATHER'S BOOK

THERE'S A LIKENESS in grandfather's book
Of a lady in old fashioned clothes
With a smiling mischievous look
And her hair done up in bows.
There's a faded-ink name on the picture
Scrawled in a neat lady's hand,
And there's also a smudge where he's kissed her,
But yet, I don't understand;
For, though I have looked, I've seen only
The age-yellowed print of a face,
And, though I have searched, I've found only
A faint little hint of her grace.
But, nevertheless, I have watched him,
With tears on his wrinkled old cheek,
Gaze at her image—faded and dim—
As though he were hearing her speak;
And often, at times when he's kissed her,
I've courteously diverted my eyes
And heard a young lady's soft whisper
Mingle with grandfather's sighs.

—*Johnny F. Kerr, Kennett*

WORTH THE COST

LEAVES LAZILY DRIFTING to the earth
Turn, indolent and proud, in the soft air,
As though they know their end has come,
And, knowing, do not care.

Admired in brilliant death
More than in life's green anonymity,
They flaunt their colors,
As heroes draped in flags,
And lie amid the asters and chrysanthemums.
A final blaze of glory is their funeral pyre,
While children chant their requiems;

Or crumble into dust
Beneath a careless shoe;
Dust unto dust, the universal fate
For hero, leaves, and me, and you.

But, savoring their moment,
Outlined against the blue and golden autumn sky,
With just a slight premonitory shiver,
They count the cost—and gracefully
Let go, enjoy, and die.

—*Flossie Leonora Johnson, Mexico*

A LOCKER TALE

LIKE GOURMANT PAUNCH,
The locker door revolting
'Gainst greater strain,
And like a fowl in molting
Belitters polished floor of Hall:
No feathers, but with treasures of the now
And of the time when school began last Fall:
An apple, still intact, keeps vigil on a core,
And near by, half a score of pencils, long ago retired
To near oblivion, 'neath the leaden weight of books
Whose travels often fail to make the Home-work Port.
The buckled boots from which the snow has melted
now,
Rest snugly in their muddied nest,
Enshrouded in a lettered sweater which the welcome
Warmth of Spring has cast aside:
A cap which bears mute signs of having bid adieu
Remotely long ago to better days,
At jaunty angle sits upon a book for notes
Whose zipper will no longer close the gap
And poorly now restrains the wealth of knowledge
held inside.
Close by, a message pencilled to a now lost love,
Who weeks ago held firm the center of a world
Which now revolves upon another hub.
A locker: which within itself holds calm and close
Behind its door, these many things and myriad more
Of Life and Love: And, often on the topmost shelf,
A recent lesson well prepared, to warm the heart of
the
Snooping teacher who wrote these lines.

—*William Jennings Shrike, Plato*



How we Started a Summer Reading Clinic

Summer reading clinic teachers, conducting tests at Ridgeway School in Columbia, demonstrate use of the telebinocular in making a visual survey. Miss Grace Wilhite is seated. Standing, from left: Miss Frances Stewart, Mrs. Sibyl Watson, Miss Margaret Bondurant and Miss Adalene Hoke, supervisor. Third-grader Carol Jane Wilson, from Lee School, is the subject of the test.

**By Adalene Hoke
Elementary Reading Supervisor
Columbia, Missouri**

"Where can I get summer reading for my child?" That was the query put to the reading supervisor for several summers. Private tutors were difficult to find, and the charges were prohibitive for many parents. The University Child Study Clinic was highly cooperative, but large school enrollments and an increasing parent awareness of reading needs of their children made these facilities inadequate.

Intermittently the thought kept repeating itself, "Why not start your own clinic?" Finally, last March, inquiry was made into the possibility of a public school summer reading clinic. Funds were not available, however, and the only alternative seemed to be a tuition supported clinic. Dr. Neil C. Aslin, superintendent of schools and Joe M. Barnes, director of elementary education, offered to serve with the

supervisor as an advisory board to the clinic. James E. Saunders, business manager of the Columbia Schools, was invited to join the board as treasurer.

Early in May the clinic board set forth the following governing policies:

1. A tuition of \$30 will be charged for the eight week course (75 cents an hour) to be paid in advance to Mr. Saunders.

2. Pupils will be instructed an hour daily, Monday through Friday.

3. Pupils will be instructed in small groups, not to exceed five per teacher.

4. The building and janitor service will be furnished by the school system. Ridgeway School will be the clinic location.

5. Tuition fees must cover personnel salary, expendable teaching materials, and other expenses of the clinic.

6. The teachers will be guaranteed \$5 a day for three hours of teaching. After all clinic expenses

are paid the remaining fund will be divided equally among the teachers and director. (The remaining fund was \$182 making a daily salary of \$5.91.)

7. The Reading Supervisor will serve as director of the clinic.

8. The clinic will open Monday, June 14, and close August 6. (Dates coincided with the University Summer Session).

9. Clinic hours are as follows:
 8-9 a.m.—First instructional hour.
 9-10 a.m.—Second instructional hour.

10-10:30 a.m.—Recess period for teachers.

10:30-11:30 a.m.—Third instructional hour.

11:30-12 noon—Individual conference period for teachers and director—each teacher assigned a conference day.

11:30 a.m.-12:30 p.m.—Tuesday,
Staff Meeting.

Initiating the Project

In the latter part of March the supervisor conducted faculty meetings to explain the plans to prin-

cipals and teachers, and to solicit their help in locating those pupils who would profit from such a program and whose parents could afford to pay the tuition. The project was enthusiastically received by the faculties, and they promptly went to work selecting pupils for summer work.

The teachers and principals formed the connecting link between the home and the clinic by conferring with parents and explaining the proposed program. Each teacher was provided with mimeograph sheets containing specific information concerning the clinic's purpose for being: the type of work being planned and instructions for enrolling. An enrollment blank was attached to each sheet of instructions.

Approximately 60 parents showed interest, and indicated their intention of enrolling. However, actual enrollment could not be based upon intention, but upon an enrollment blank filed in Mr. Saunders' office with the \$30 tuition fee. Our treasurer rendered excellent service by enrolling pupils, banking tuition money and insuring warrants to the teachers and director twice during the eight week term.

The enrollment proceeded slowly and this complicated the administrative procedures—namely, hiring teachers, organizing classes, and securing teaching materials for opening the clinic. Those teachers who were interested in teaching had signed application blanks in March, but our final enrollment of 40 pupils determined the number of teachers that could be supported by our income. Four teachers were hired by the board: Miss Frances Stewart, first grade teacher at West Boulevard School; Miss Margaret Bondurant, second grade teacher at Ridgeway School; Miss Grace Wilhite, third grade teacher at Benton School, and Mrs. Sibyl Watson, sixth grade teacher at Ridgeway School.

The teachers were most congenial, conscientious and experienced in teaching. Our pupils ranged in

reading ability from the pre-primer to the sixth reader level—with a predominance of third reader pupils; consequently, our staff was well prepared for instructing all these levels.

Classifying the Pupils

The next step was classification of pupils and their assignment to a teacher, and to an instructional hour. Assigning pupils to small groups of like-reading needs; selecting the teacher experienced in teaching that particular level of reading while at the same time steering around such summer activities as music lessons, horseback riding, and swimming lessons as well as car pools, present the biggest headache of the whole summer. But eventually most people were assigned satisfactorily.

Preliminary diagnosis was impossible so a temporary classification was made using information from each child's accumulative reading record and his former teacher's evaluation of his reading needs.

After a clinical diagnosis, only six pupils were found to be classified incorrectly. The child's actual grade was forgotten in the clinic and he was placed in a group reading on his level and with similar reading difficulties. Fortunately, no child was grouped with children much older or younger than he.

When the classifications were complete, post cards were sent to the parents giving them specific instructions for the first day of school and the instructional hour assigned to their child. This notification was made a week in advance of the opening day of the clinic.

Ridgeway School was chosen for the clinic location because it was one of the schools not undergoing major reconstruction. At first this was considered a handicap because it was not centrally located. When one clinic serves the whole city, a central location seems ideal, but we found other factors important too—such as parking facilities for parents; accessibility to bus lines;

cool classrooms, and teaching materials and equipment conveniently located. Ridgeway met the above qualifications quite well with the exception of not being in a central location. Three classrooms and the testing room were in the basement. This proved to be a real blessing during the excessive heat of last summer.

Faculty Preparation

In preparation for the opening of the clinic, a preliminary staff meeting was held June 7. At this meeting the director and teachers discussed plans and procedures to be followed during the first week. Classrooms were chosen and teaching materials were issued for the various groups. Each teacher was given the names of her pupils and information concerning each pupil. All teachers taught more than one reading level. For example, one teacher taught a group of pre-primer pupils from 8 to 9 a.m.; a second reader group from 9 to 10; and a first reader group from 10:30 to 11:30.

Not all pupils had reading disabilities—some were developmental readers. These pupils were grouped together in classes according to reading level and given intensive work in the basic reader material they were using when school closed. Some of these pupils had been ill and absent a great deal, while others had made a slower start in reading and had not been able to complete the grade's prescribed schedule of work. In several cases the summer's work was just the boost that was needed to advance them into another reading group when school opened in September.

Remedial readers were started in fresh material that was interesting and easy enough for them to read with little assistance from the teacher.

This was the general procedure until thorough testing was completed on each child.

The diagnostic survey included the following tests: 1. Individual inventory of silent and oral read-

ing abilities; 2. Test of phonetic skills; 3. Word learning test from the Van Wagenen Reading Readiness Test; 4. Dolches 220 Service Words; 5. Individual Stanford Binet Intelligence Test (This was administered to those pupils who had not been measured by the California Test of Mental Maturity or in cases where the validity of the test was doubted); 6. Hearing survey using the ADC Audiometer; 7. Visual survey using the Keystone Telebinocular.

Since the teachers had not had experience in clinical diagnosis, the director administered most of the survey tests. Teachers were given instructions in giving the Dolch Word List which they gave to each of their pupils during the first week of school to determine basic vocabulary needs. At a staff meeting early in the session the director gave a demonstration on how to give the individual subjective inventory. Each teacher had the experience of giving the above test to two or three pupils. This helped facilitate the testing program, and also was valuable experience for the teachers. The subjective inventory was the major instrument used in determining the child's actual reading level, so it was important to complete this test quickly to place the child correctly. Those pupils who gave indications of misplacement were tested first and re-assigned to another group.

The remainder of the diagnostic survey was completed by the director. An individual report of reading skills was kept in each child's folder and as his tests were completed they were recorded and returned to the teacher. (All clinical findings, summer instruction, and recommendations made by the clinic were sent to the child's teacher in September).

Much of the instruction was based upon clinical findings. For example, if a pupil showed a weakness in word-attack skills involving the vowel principles, intensive work

was done to alleviate this difficulty.

In addition to basic reader instruction, easy supplementary reading was encouraged. Books were checked out of the supplementary library by the teachers for their pupils to read in class and to be taken home if desired. Great interest was shown in books of low vocabulary and high interest level reading.

To build up interest in reading and give variety to the clinic work, a story-film was used once a week. Pupils viewed the film and then returned to their rooms to read the story which was the same as the one voiced on the sound track of the film. The illustrations in the book were taken directly from the film. After having the vocabulary presented in such a meaningful manner the pupils were able to read the story with ease and understanding. Some children loved the stories so much that they asked to take the book home and have mother type it for them.

There was ample opportunity for teacher initiative, and teachers were encouraged to try new technics and methods for motivating pupil interest or to help him to see his own progress. Several reading games were used with great success. One was played like "Bingo" using the words, causing difficulty in reading, instead of numbers. This game was a great favorite.

Conferences and Staff Meetings

The director kept in touch with each child's progress and his special difficulties by individual teacher conferences. Each teacher was assigned a conference day of 30 minutes or longer. These were held between 11:30 and 12, and at this time the teacher and director would discuss individual problems and work out plans and procedures to meet those problems. What technics and devices can be used to increase interest, or how can we help this child who is a word-by-word reader? In other words, the conferences were quite specific.

A staff meeting was held each

Tuesday from 11:30 to 12:30. At this meeting general problems were discussed; decisions made and ideas pooled. Most staff meetings were devoted to some general topic. For example, one meeting was spent reviewing principles of good remedial teaching. Two meetings were given over to demonstration work, showing the different clinical tests done and the instruments used.

Professional books, magazines and pamphlets were available at all times for the teachers' use. Many remedial technics and devices were sought by the teachers when some child did not respond to the usual methods.

Conferences Held With Parents

During the last two weeks of the session, the director held conferences with the parents of each child, pointing out the clinic findings; the child's special difficulties; the progress he has made and the recommendations that are being made to tie in the clinic's work with the classroom in September.

Great interest and the highest type of cooperation was shown by all parents. In many instances both parents came for the 45 minute to hour conference. Some parents made several visits to the clinic in the course of eight weeks. They were encouraged to visit their child's classroom sometime during the term to see the type of work being done.

Evaluation of the Program

Growth in reading ability is difficult to measure in remedial pupils. Standardized tests, unfortunately, do not measure an increased interest in reading; an improved attitude toward school work or better reading habits. For most pupils we found the basic reader tests to be the best means of measuring what we actually taught as far as reading skills were concerned.

The real evaluation has come as we have watched these pupils back in their regular classrooms. In most cases the results have been most encouraging.

We do not know the future of our reading clinic in Columbia.

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Future of Children Endangered by Teacher Shortage

By Dr. B. W. Hansford

ARE we as Americans capable of meeting the challenges of modern living? There is ample evidence to indicate that so far we have failed. Today we have more juvenile delinquency, more people in our prisons, and more mentally ill people than ever before. These facts indicate the gravity of the situation. What are we doing about it?

Most authorities agree that two of the best answers to all of these problems are better schools and better recreational facilities. In the face of almost universal agreement as to the importance and desirability of both we not only are failing to make progress, but we are going backward rapidly.

We are going to have to decide very soon whether or not we want our children to have an education. In the United States today there are 700,000 children on one-half day school schedules. There are ten million more in such overcrowded classrooms that their education is seriously handicapped. Last year there was a shortage of 112,000 teachers in the United States. Today that shortage has increased to 125,000. Who will teach your children?

In Missouri at the beginning of the school year there were 318 classrooms without teachers. There were 1104 more classrooms with substandard teachers and approximately 1589 more teachers were needed to eliminate overcrowded conditions.

Problem is Economic

What are we doing to meet this problem? Most people agree that it is largely an economic problem. We do not pay salaries high enough to attract and hold the kind of teachers we have a right to expect for our children.

Although teachers wages have increased they have not kept pace

with the increased cost of living or with the wage increases in other fields. In most cases Missouri teachers who leave teaching make at least \$500 more each year in their new jobs. Missouri teachers leaving the state for other teaching jobs average \$500 more each year.

At a time when such conditions exist some of our leaders are doing negative thinking instead of positive thinking. Our Governor advocates more money for the penitentiary, more money for mental hospitals, etc. These causes are worthwhile, but wouldn't it be good business to spend a little money on the public schools as a preventative measure?

Our adjustment to modern living has been inadequate. We hope that we can give our children a better chance than we have had by giving them a good education. Good teachers are a necessity if we are going to have a good educational system.

It is no longer a question of whether or not we think teachers deserve more money, it is now a blunt fact that we will have to pay more or not get teachers.

THE THIRD CLAIM

Industrial City, Mo.
December 16, 1954

Missouri State Teachers Ass'n
Accident and Sickness Insurance
Columbia, Missouri

Dear Sir:

I received your check yesterday for which I am very grateful. I have had insurance with your company for several years and this is the third claim you have so very satisfactorily settled for me.

I always recommend this company to anyone interested in insurance.

Again I wish to thank you for your prompt consideration.

Yours truly,
Forrestine K. Long

We are still in the planning stage, and parents and teachers of our clinic children are helping us to decide. Questionnaires were sent out recently asking for their comments and suggestions.

This is what one parent said—"I feel that Columbia definitely needs a supplemental "Reading Clinic" and I hope last summer's good work can be not only continued, but expanded."

These are the comments made by a teacher—"This child has improved a great deal. She hunts for library books to read and uses all of her spare time reading. I think the extra summer's work gave her confidence which was what she needed most."

Recommendations for Improvement

1. Train all elementary teachers to administer the individual subjective inventory of silent and oral reading abilities, and the Dolches 220 service words. This preliminary testing by the classroom teacher will enable the clinic to classify accurately and avoid delays in starting clinical teaching.

2. The clinic should be partly subsidized by the school system so that tuition charges are within the reach of more pupils who need help in reading. This would result in more salary for personnel and a higher budget for the operating expenses.

3. After seriously retarded readers have completed their diagnostic testing, teaching should be aimed toward rehabilitation rather than basic reader advancement.

4. Care should be exercised in advancing a child in his basic material. If it is possible to advance him to the next group, basic work is indicated. But if this is not possible, work in other material is best, for this child could become a misfit in September by being in a group alone, or proceeding with his "old group" and re-reading the material covered in the clinic. Fortunately we were able to work out such cases without conflict this year.

SECRETARY'S PAGE

School Appropriation

As this is written, the immediate concern is the appropriation for public schools. The House Appropriation Committee has acted on House Bill No. 2, setting aside 37% of the general revenue for public schools instead of the usual 33 1/3%. This means an increase in state support for the next two years of approximately \$11,000,000, if sources of revenue remain constant.

The matter will soon be before the Senate for consideration. The House action is a recognition of need but insufficient to meet the problems of increasing enrollment, overcrowded classrooms, increased costs, and securing and retaining qualified teachers.

It is hoped that the Senate, with a full realization of the critical school situation, may see fit to act favorably.

An increase of one per cent provides approximately three million dollars for the biennium. Each million dollars in state support means about fifty dollars per teaching unit under existing laws and goes into the teachers fund.

The Constitution says education is a state function and that the "general assembly shall establish and maintain free public schools. . ." Since education is and has been a function of our state since its admission into the Union, why should not the state assume more fully its responsibility of financing it. Where is there another major constitutional function of the state that must depend for seventy-three per cent of its support on a local tax on real and personal property.

Our state must assume more fully its financial responsibility if all the children of Missouri are to be given a program of education to which they are entitled.

Foundation Program

The foundation program as outlined in Senate Bill No. 3 has been reported favorably by the Senate Education Committee. It is intended to improve Missouri public schools by a more effective use of state funds made available.

The foundation program as approved by the Committee provides for an annual increase in state support of some \$22,000,000. Your Legislative Committee believes this to be a significant step in the right direction.

Continuing Contract

House Bill No. 77, provides for the strengthening of the continuing contract law in accordance with the action of the Assembly of Delegates. It was introduced by Representative Mickelson, Cass County, and Chairman, Public Schools Committee.

School Buildings

Sentiment continues to grow for federal aid for school building construction. Many bills have been introduced in both the House and the Senate and the President has recommended it. Both of our United States Senators have joined in their introduction and most of our Congressmen have expressed a favorable attitude.

No one can be afraid of federal control of a school building once it has been constructed. Missouri now has 5,230 elementary rooms with enrollments of 35 or more pupils, going as high as 68. The enrollment in Missouri's public schools will increase more than 21,000 each year for years to come. The children are already here. A recent study indicates that Missouri needs 9,750 classrooms by 1960, at a cost of \$195,000,000. During the past nine years, 4,669 classrooms have been constructed. Many school districts needing buildings the worst can not build them.

WHAT IS AMERICA? Once, perhaps a Bryce, a Taine, a Tocqueville could answer. No daily cables, no films, no wireless and few tourists could disturb or dispute the image of America their books built in the minds of men.

But not today. Rare now is the Asian or African who has not seen an American salesman or soldier, technician or tourist. Rare is the child in Europe or Latin America who has not read an American comic or seen a Hollywood film.

Today, the task of explaining America rests with each American. Today, what others understand about America depends, in large part, on what each American understands about his heritage and himself. About the never-ending urge toward abundance for all . . . toward broader opportunity for each individual to develop his capacities to the fullest . . . toward a culture enriched by ceaseless self-criticism . . . toward higher and higher social goals, over strange thresholds. About America, ever young, ever bold, ever curious, ever eager for betterment and change.

Much that I had 'never known about my heritage . . . much that I had taken for granted about myself . . . I learned at the American Round Table. For the first time I saw myself as a product of America's ideals, beliefs and dynamics:

America may indeed be hard to get inside a book. But America is inside all Americans. May each discover that part of himself that is America. May each pass on the best of it to his daughters and sons.

—ARTHUR GOODFRIEND

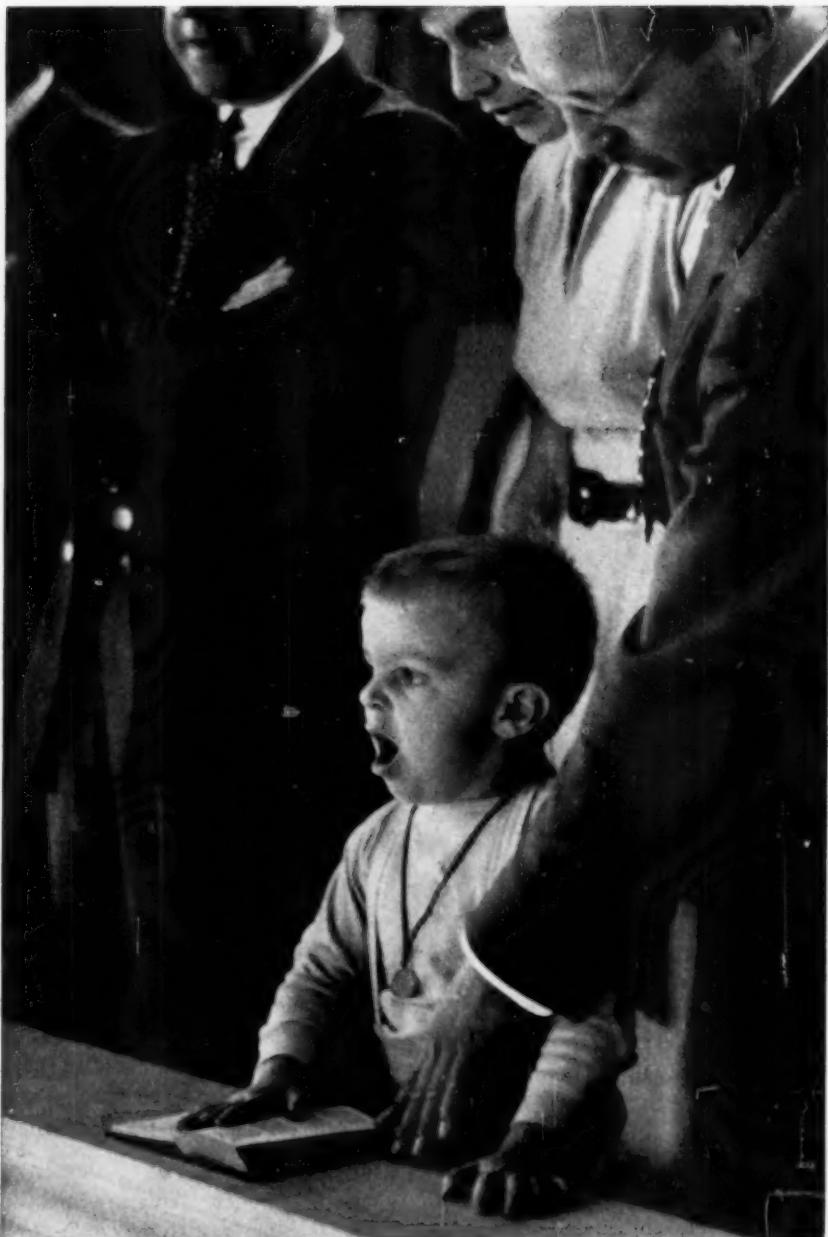


Photo courtesy Life Magazine

WHAT IS AMERICA? . . .

The material on this page is from the recently published book, "What is America?" based on a series of round table discussions by distinguished Americans which were sponsored by the Advertising Council, Inc., "to develop a restatement in modern terms of the ideals, beliefs, and dynamics of the American society." This picture book about America by Arthur Goodfriend is a visual interpretation of these discussions. The book comes in paperback and clothbound editions, retailing respectively at \$1.50 and \$3.50. To secure specific discount information write to Robert Rieman, Sales Manager, Simon and Schuster, 630 5th Ave., New York 20, New York, stating quantity desired.

If the outside world could be made aware of the inner commitments by which we are guided, it would understand our motivations better and be less prone to accept the distortions and falsehoods that arise from our dealings with other peoples.

—FRANK TANNENBAUM



Fifty Golden Years OF AUDIO-VISUAL EDUCATION in ST. LOUIS

By Grace Parle

FOR 50 years public school children of St. Louis have enjoyed a museum of their own. It is a museum which comes to their classrooms in boxes, bags, cartons and wooden boxes, and also one which they may visit. It is a museum which supplies them with original radio programs, with sound films, film strips, slides, records, pictures, charts, maps, objects of all kinds, scientific apparatus, models and specimens.

In short, it is much more than a museum, though it was known as one for years. It is the Division of Audio-Visual Education, the oldest institution of its kind in the country, and a pioneer in audio-visual education.

On April 11, 1955, this institution celebrates its golden anniversary. Half a century ago it began its existence in one room of Wyman Elementary School. Most of its collections were purchased from, or donated by, exhibitors at the

Louisiana Purchase Exposition of 1904 which had just closed. The boxes in which this material was to be transported from school to school were stored in the hall.

An outstanding elementary school teacher, Amelia Meissner, who had been in charge of the public school exhibit at the World's Fair (as the Louisiana Purchase Celebration was commonly called), was appointed "custodian" of the new "Pedagogical Museum." The actual operation of the "traveling" part of the museum was begun on October 6, 1905, when exhibits were delivered to the schools via horse and wagon.

This service was curtailed only once, in 1927, when a tornado destroyed the building in which the museum was housed. Such were the modest beginnings of what was to become the nation's oldest and one of its finest departments of audio-visual education.

Credit Assigned

Most of the credit for this new venture must be given to F. Louis Soldan and Carl G. Rathmann, superintendent and assistant superintendent of St. Louis schools at that time. They were aware, fifty years ago, that interest had to be aroused in children before they could learn. They believed children learned more when they studied things themselves than when they studied only words about those things.

Some years before the Fair, these far sighted educators had recommended the purchase of a collection of lantern slides to "supply illustrative and pictorial explanation of the topics assigned to the various grades." *These slides were kept in the Superintendent's office and borrowed by the schools as they needed them.

Museum Founded

So successful was this experi-

*St. Louis Public Schools, Lantern Slide Lessons, 1901, P. 1.

(Left) Children, encouraged to work individually during the second decade of the twentieth century, are studying artifacts of Chinese, Japanese and Mexican life on display at the museum.



In the early 1900s each child in the class made a detailed study of the specimens of mounted birds sent them by the museum.



During the twenties children began to work cooperatively in school. These boys and girls, working in informal groups, are studying Africa with the aid of museum materials.

years

ment as an aid to instruction that Dr. Soldan and Mr. Rathmann concluded a traveling museum containing many kinds of illustrative material would have a similar but more far-reaching effect on the program of the schools. Accordingly, in the fall of 1904, they made plans to establish such a museum.

The Board of Education, encouraged by the admirable results in kindling interest and enthusiasm in the pupils by use of lantern slides, readily agreed and gave full support. According to the proceedings of the Board of Education for November 8, 1904, the Superintendent and his assistant, through the instruction committee, recommended that, "In such a museum shall be stored the best maps, globes, charts and other means of illustrating and reinforcing the lessons of the school rooms. Specimens of improved apparatus should be found there. The new books on the science of education should be placed on the shelves."

The "new books of the science of education" became in time a professional library which developed along with, but not as a part of the traveling museum.



The new museum was an immediate success. In his report to the Board in 1906 after the museum's first year in operation, Assistant Superintendent Rathmann said, "In establishing the Educational Museum, the Board of Education has given our schools a most valuable aid in making their work more interesting, intelligible, and generally efficient. The success of the first year of its existence has been remarkable. The extent to which the illustrative material furnished by the museum has been used by the teachers and their appreciation of its value in giving life and reality to instruction, has far exceeded our expectations." He reported that the museum had had at least 3000 visitors and had sent to all but three schools in the city 5011 collections.

Today the collections and activities of what is now the Division of Audio-Visual Education, though essentially the same as they have always been, have expanded so greatly that the institution now occupies the entire building in which

(Above) The all inclusive name audio-visual aids came into use when sound films and educational radio programs were introduced during the thirties. These solemn kindergarteners are absorbed in a story coming to them over the air.

Today's children work in self directed groups, but like the children of fifty years ago, they use the materials of the Division of Audio-Visual Education in conjunction with written material in their studies.



(Continued on Page 28)

*One Way to Improve
the Quality of
High School Dramatics
is to Choose
Better Plays*

Ministers, teachers, board members and townspeople called "One Foot in Heaven," the highschool junior class' play, the best choice in years.



"Let's Give a GOOD Play This Time"

Production of high-caliber plays by high school classes or dramatic groups is a benefit to all concerned: the actors, the school and the community, says W. Chandler Monroe, dramatics teacher and director of "One Foot in Heaven." Students took part in selection of this play.

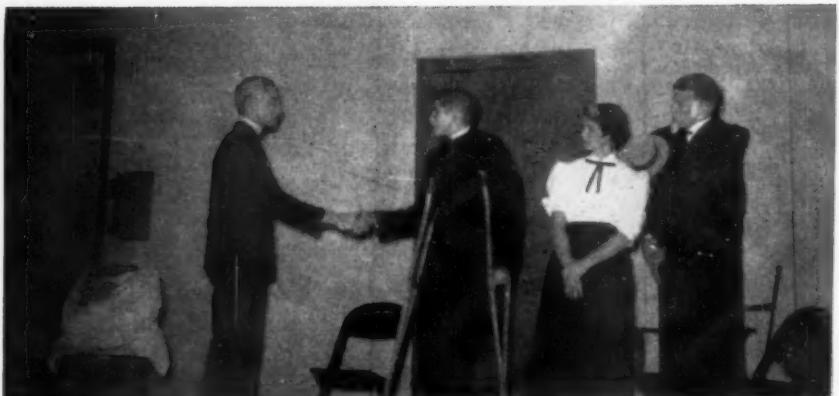
by H. Chandler Monroe

THAT certainly was a good play." How many times do high school play coaches hear this comment from their audiences? Aren't the comments more likely to be, "Wasn't Bill cute in the play?" or, "Wasn't Mary's dress pretty?" When people discover that I am a dramatics teacher, they often say, "I was in a play in high school. I don't remember the name of it, but it was funny."

I wonder who thought the play was funny. An audience of family and friends is long-suffering, and poor jokes may be acceptable if told by a friend. But why can't we have worthwhile plays in high schools instead of the endless string of dull, contrived "family comedies" which bear no resemblance to anyone's family and would be turned off if they were presented on radio or television?

Let's consider some objections and questions that might arise in choosing high school plays.

What is wrong with family comedies?



Nothing, if they have educational values for the participants. Many family comedies are good plays. "Junior Miss," "You Can't Take It With You," "Our Town," "Our Hearts Were Young and Gay" are only a few of many possible choices. The plays that are deplorable usually display such titles as "Grandma Saves the Day," or "Joe Blow from Kokomo," or "Wacky Willie." They consist of obvious plots and stereotyped characters, and this type of play does nothing to help students understand plays or people.

Then shall we take the fun out of putting on a play by making it "worthwhile"?

On the contrary, working with a good play is more fun. Because the possibilities for growth are endless, the students do not get so weary of working on a good play. They can create because they

are challenged. They can believe in characters they are portraying because those characters have human strengths and weaknesses. They can project their characters into the imaginary situations because the story is convincing.

But the plays you suggest cost more than we can afford.

A good play may have a royalty, unless written by Shakespeare or Moliere, but a good play attracts more people. The students do a better job, and if more than one performance is scheduled—a valuable idea educationally—best publicity for tonight's show comes from last night's audience. Many play publishing houses give reduced royalties on several plays each year. They also give special rates on royalties for smaller schools and auditoriums.

The budget can be cut by using inexpensive properties, costumes,

and sets. If given the opportunity, the teachers and students of art and shop can save dollars by constructing stage items that are sometimes amazingly clever. A gallon of water paint will give the old set a "new look." Period costumes, if needed, can be borrowed or made by the home economics class; and the "home ec" students will be thrilled to realize that they are helping. Saving on the production and using simple staging techniques will enable production of royalty plays that make more money.

How can I recognize a "good" play.

A good play is one that is entertaining. It is a play that has action, a satisfying story, and believable characters students can portray effectively. It can be adequately produced on your stage. It is a production that is worth the time, effort and money of the directors, actors, crews, school, and audience.

But so many of these "good" plays have elements that arouse negative comments.

Many good plays are printed in special "high school editions" which delete much that is objectionable. To avoid all criticism, choose a play like "Mother Is a Freshman." The script contains no drinking, smoking, profanity, or off-color dialogue. Yet the plot is well constructed; the characterizations are well-rounded and challenging and are still within the ability of high school students; the dialogue is refreshing; and the situations are well motivated.

Furthermore, the dramatic elements justify vigorous and sincere effort. All the roles are satisfying to both audience and actors. Technically, also, this play is a good choice: Only one easy setting is required, and the properties, costumes, make-up, and lighting and sound effects are all simple.

But discovering a "good" play for my group takes extra time and effort.

Why not get the students into the act? They will work hard to

discover a good play if they know they are helping to choose. Take the opportunity to tell them what constitutes a good play: size of cast, number of sets, costumes, production problems, and dangers to be avoided. Then let them look for possibilities. Suggest or even assign plays to be read and reported on. The reactions of students are worth considering, for others like them constitute much of the audience. You should make the decision, because the director has the final responsibility for the show, but the students can do much of the preliminary work of choosing and at the same time increase their knowledge of drama.

What difference does my choice of play make, anyway?

It makes the difference between an educational and a non-educational experience. A poor play, as

Hamlet says, ". . . though it make the unskillful laugh, cannot but make the judicious grieve . . ." The poor play wastes the time of all concerned. The good play gives all participants an opportunity to study a piece of good dramatic literature, to grow in the understanding of some worthwhile fictional characters, to develop a sympathy with a point of view not their own, and to lift themselves mentally out of their ordinary surroundings into the re-creation of a good author's world of ideas. The teacher owes it to himself to do the best he can, and choosing a good play is part of that best. The difference between a good play and a poor one might be summarized this way: The purpose of theatre is to entertain; plays which merely amuse fulfill only part of that function.



Nine Sedalia teachers form the executive committee of a new chapter of the MSTA Group Accident and Sickness Insurance Plan. They are, left to right, Mrs. Madeleine Burke, Mrs. Opal Draffin, Mrs. Marian Knight, Paul Killion, Mrs. Thelma Cook (President of the Sedalia Community Teachers' Association), Forrest Arnold, Mrs. Sidney Wright (Chairman), Mrs. Gertrude Roe, and Mrs. Christine Killion.

SEDALIA ADOPTS MSTA INSURANCE

Formation of an MSTA Group Insurance Chapter by the Sedalia Community Teachers' Association was recently announced by the association's president, Mrs. Thelma Cook.

In her announcement, Mrs. Cook said, "A community teachers' association should help provide as many benefits as possible for its members, as

well as encourage support of our own professional activities.

"By our co-operative effort, it became possible for everyone—regardless of physical condition or age—to have the dependable MSTA protection. All of us are proud of our chapter and appreciate the efforts of our Insurance Committee in making it possible.

"The co-operation of our superintendent, Dr. Heber Hunt, and all of our principals was a major factor also in making our efforts so successful."

Fifty Golden Years

(Continued from Page 25)

Harris Teachers College was once located.

Radio Effective

KSLH, the FM school broadcasting station, which celebrates its fifth birthday on the anniversary of the Division's fiftieth, is the newest development of the Division of Audio-Visual Education. It is situated on the third floor. Here school programs supplemental to the curriculum are originated. Four programs have received national recognition, and at least two are broadcast all over the country.

On the second floor are the attractive exhibits and meeting rooms, the curriculum laboratory, the professional library, and the administrative office.

The great wealth of the institution, the film library, many different kinds of projectors and projection material, the fine collection of birds and mammals and many other collections are stored on the ground floor. Ingenious packing cases which make it possible to transport this material to every school in the city without damage are designed and constructed here. And a fleet of trucks has replaced the first horse and wagon.

In spite of this tremendous growth which is a tribute to its value, the Division's basic philosophy, although adapted and refined to meet each new development and device, has remained the same. Its function still is, as it has been for fifty years, to provide materials which will afford "systematic and efficient illustration of all school work" and to "give life and reality to instruction." Directed by Elizabeth Golterman, a nationally recognized authority in the field of audio-visual education, Miss Meissner's worthy successor, the Division offers the finest service and the most recently developed aids to education that any school system has ever enjoyed.

On this fiftieth anniversary of the Division of Audio-Visual Education of St. Louis, educators everywhere honor the founders and the

men and women who have spent their lives developing this versatile, adaptable, effective aid to education.

MSTA Committees

Policy and Plans

L. G. Townsend, Columbia, 1955, Chm.
O. L. Plucker, Independence, 1955
Everett W. Brown, Maryville, 1956
Sherman D. Scruggs, Jefferson City, 1956
Irvin A. Keller, Cape Girardeau, 1957
O. F. Diersen, Kansas City, 1957
Irvin F. Coyle, Jefferson City, 1958
Cecil Floyd, Joplin, 1958
Leslie J. Wehling, Bayless, 1959
John Whitney, St. Louis, 1959

Reading Circle

Irene Fitzgerald, Columbia, 1955
O. Wayne Phillips, Kirksville, 1956
John A. Wright, Bloomfield, 1957
Members Ex-officio.
Paxton P. Price, Jefferson City
Hubert Wheeler, Jefferson City
Raymond Roberts, Jefferson City
Harold Lickey, Marshall

Public Relations

Milton W. Bierbaum, West Walnut Manor, Chm.
Ira E. Grubb, Tipton
Walter Evans, Fulton
F. L. Skaith, Craig
J. Abner Beck, Charleston
Howard A. Latta, Webster Groves
Laurence Phelps, Macon
J. F. Coday, Branson
Mary Inez Mann, St. Louis
Marie Gaffron, St. Louis
Earl Gray, Brookfield
Mrs. Ernestine Seiter, Lexington
Rosemary Moody, Raytown
Roy Freund, Warsaw
Ralph Hamilton, Cassville
Norval P. Schaefer, Fredericktown
Ada Coffey, Joplin
Russell Welsh, Clinton
M. Virginia Hayes, St. Louis
Mercedes Cunningham, St. Louis
Charlotte Cannon, Kansas City
J. R. Lillard, Kansas City
Willard J. Graff, Springfield
D. E. Hussong, University City
Mrs. Beatrice Kyle, St. Joseph
Georgia Searcy, Kansas City

Legislative

Ward Barnes, Normandy, Chm.
Philip J. Hickey, St. Louis
George L. Blackwell, St. Joseph
R. L. Terry, Memphis
E. T. Miller, Hannibal
Homer Clements, Independence
A. L. Crow, Jefferson City
L. M. Twitty, Sikeston
Hugh R. Hembree, Mt. Vernon
Ray Wood, Bolivar
S. M. Rissler, Trenton
Raymond E. Houston, Chillicothe

Martha Casey, St. Louis
Mark W. Bills, Kansas City
Cecil A. Elliott, Waynesville
Robert Forbes, Kansas City
Ralph B. Tynes, Festus
W. R. Henry, Camdenton
Mrs. Lelia Ledbetter Teague, Clayton
Hubert Wheeler, Jefferson City, Ex-Officio

Sources of School Revenue

John Clair, Kansas City, Chm.
W. L. Sexton, Rolla
Ray Miller, Cape Girardeau
Advisers:
Bernard Voges, Jefferson City
W. W. Carpenter, Columbia
Samuel Shepard, Jr., St. Louis

Teachers Salaries and Term of Office

C. W. Farnham, West Plains, Chm.
H. S. Katterhenry, St. Louis
Elmer Klein, Maryville
Adviser:
Anna Mary Bullock, Ritenour

Professional Standards and Ethics

H. W. Schooling, North Kansas City, 1956, Chm.
Walter R. Schaff, Fayette, 1955
Mrs. Frances Blazer, Mound City, 1955
Blanche Longshore, Kansas City, 1956
Mark Lumb, Brentwood, 1956
Walter H. Ryle, Kirksville, 1957
Raymond R. Brisbin, St. Louis, 1957
Rex D. Ebrite, Ozark, 1957
Hubert Wheeler, Jefferson City
Members Ex-Officio:
L. G. Townsend, Columbia
Margaret Schowengerdt, Webster Groves

Resolutions

Mrs. Ruth Pennell, Independence, 1955
C. J. Burger, Washington, 1955
James Jordan, St. Joseph, 1955
Ila Maude Kite, Kansas City, 1955
Helen Turley, St. Louis, 1955
Mrs. Leona Koch, Columbia, 1956
Howard Terry, Bonne Terre, 1956
Dillard Mallory, Buffalo, 1956
Elmer Klein, Maryville, 1956
Vernon LaVal, Ferguson, 1956

Educational and Recreational Center

H. H. London, Columbia, Chm.
Forrest H. Rose, Cape Girardeau
Roy S. Dunsmore, West Plains
Nellie W. Utz, St. Joseph
Mrs. Jesse Burrell, Springfield
Amy Rose Shane, Kansas City
Mrs. Buena Stolberg, Webster Groves
Mrs. Buella Brooks, St. Louis

Items of Interest

L. N. Kinder, superintendent of schools, Holland, Mo., has been re-elected to a three-year term.

Mrs. Hazel Ponder, principal of the Fremont elementary school in Springfield, was recently transferred to the Portland school.

N. Earl Walker, serving his fifth term as superintendent of the El Dorado public schools, has resigned.

Mrs. Emma Eason Gann, principal, Doling school, Springfield, since 1936, will serve as principal of the Holland school in Springfield effective next fall.

Dr. J. L. Zwingle, president, Park College, Parkville, Mo., has resigned to accept a position as vice-president at Cornell University.

Alice Thime, teacher at Pepperdine school in Springfield, has been appointed to the principalship of Weller elementary school in this city which will soon be ready for occupancy.

Emmet McFarland, of California, Mo., is the new commercial teacher at Bourbon highschool. He began his duties December 6.

J. L. Campbell, superintendent, Carthage public schools for the past 26 years, has resigned effective at the close of this school term. Mr. Campbell has given more than 46 years of service to the schools of this state.

A. Clair Brewer, physics instructor, Central highschool, Springfield, since 1945, has been appointed by the Board of Education to principalship of Springfield's Doling school effective next September.

Merle T. Bradshaw, superintendent, Lewis County schools, has announced two meetings are being held early in March in this county. On March 2 the school board members of the county are meeting in Monticello to discuss school problems. An all-day meeting of the Community Teachers Association of the county will be held at Canton on March 4.

Jess L. Taylor, superintendent of Grandview Public schools, has announced this school sponsored a very successful College and University Day with over 400 seniors from Jackson and Cass Counties in attendance. Sixteen colleges and universities participated in the guidance and counselling work during this third annual event.

Roy W. Townsend retired January 1, having served 31 years in Missouri with the J. B. Lippincott Publishing Company. He is a member and past officer of the Missouri Textbook Men's

Association. In 1950 he served as first president of Zeta Chapter (Missouri), Pi Beta Alpha, national honorary society of bookmen. In 1952 he was national honorary president of this organization.

Hoyt Shumate, principal of the Portland elementary school in Springfield, is now serving as principal of the Pipkin junior highschool.

Gareld Jackson, a former Missourian, was recently promoted from his position as Lincoln highschool teacher in Des Moines, Ia., to vice-principal of the Roosevelt highschool in that city.

Mrs. Virginia Askins, first grade teacher for the past 23 years at Sunshine elementary school, Springfield, has been appointed principal of Springfield's new Fremont school.

Mrs. Clarice Price was recently appointed to teach English in the Grandview highschool. She succeeds Arthur Coffage who returned to Alexandria, Virginia.

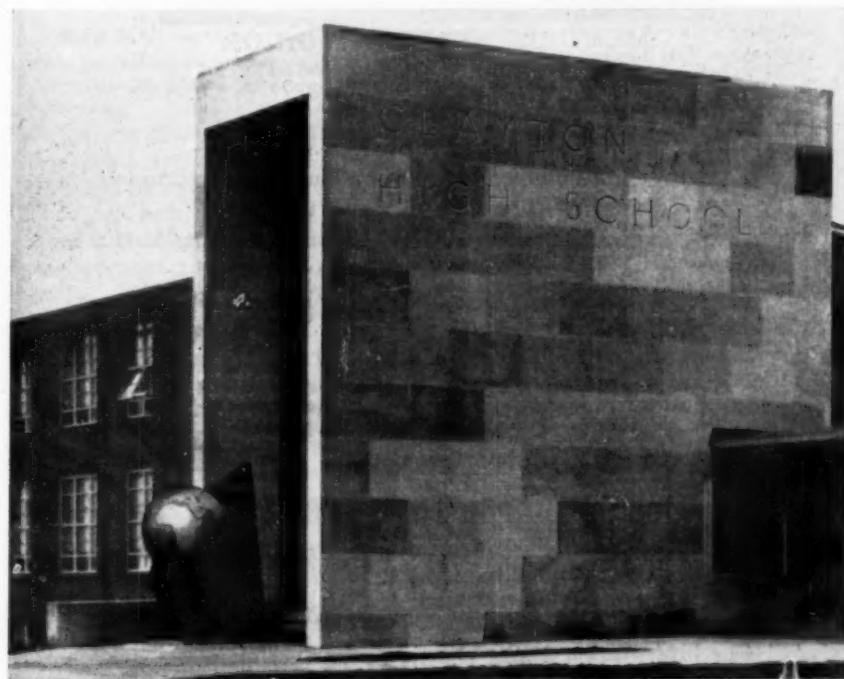
Jessie Jordan is the new instructor of the two new special classrooms that have been equipped at Leadwood School. One room meets the needs of pupils in grades three through six, the other room 7 through 10, according to Superintendent Dee N. Powell.

Mrs. Veva B. Tomlinson, Central highschool teacher in St. Joseph, is this year being listed in the "Blue Book of Awards." The book is published by the A. N. Marquis Company of Chicago, publishers of "Who's Who" in America.

R. L. Terry, now serving his eighth year as superintendent of the Memphis public schools, has accepted a position as superintendent of the Montgomery City system effective July 1, 1955. The Montgomery City system is a recently reorganized district encompassing a great surface area.

H. C. Kinder, superintendent, Bell City public schools, has announced the voters of this reorganized district approved a \$60,000 bond issue January 11 by a vote of 296 to 105. Funds will be used to provide three highschool classrooms, four grade school classrooms and for remodeling.

Dewey H. Kay retired January 1, having served 15 years in Missouri with the Newsom Publishing Company and the Wheeler Publishing Company. He was president of the Missouri Textbook Men's Association in 1954 and is a member of Zeta Chapter (Missouri), Pi Beta Alpha, national honorary society of bookmen.



A 10-ton globe, six feet in diameter, is placed at the entrance of the new \$1,800,000 Clayton Highschool. Symbolizing ancient man's first interest and greatest discovery, and modern man's global consciousness, the enduring granite globe fulfills both a decorative and functionally inspirational design conceived by the school's architect.

W. G. Kresge, commercial representative of Binney & Smith Company in Missouri for the past two years, has now been assigned the responsibility of calling on schools. Formerly educational institutions were served for this Company by Frank J. Browne. Mr. Kresge's address is 639 West 57th Terrace, Kansas City 2, Mo.

Shelby Storck has been named general manager of KETC (Channel 9), the educational station for the St. Louis community. Mr. Storck has been the station's director of operations for the last three months. He is a graduate of the University of Kansas City and was formerly a radio and news reporter for radio station WDAF of Kansas City.

ORRICK DEDICATES NEW HIGH SCHOOL

The dedication ceremony Jan. 2 for the new high school of Consolidated School District 7, Orrick, incorporated the singing of "This Old House." Like the shanty in the spiritual, the old high school was about "ready to meet the saints," according to B. M. Carpenter, Orrick public schools superintendent.

The exterior has buff brick in some areas to emphasize red brick used elsewhere, plus glass extending along the side divided only by steel sashes.

The heating system features a forced air system for even temperatures. It is automatic, wired to school clocks for

night-to-day changes. Individual thermostats are in all rooms.

The construction is 64 by 284 feet, and contains 11 classrooms and many other rooms. The shop, now near completion, is 40 by 100 feet and will have a machine and working area of 40 by 60 feet. The school's athletic field has been newly graded and lighted.

The complete cost will be about \$171,466, according to Supt. Carpenter, an average of \$8.50 a square foot.

ADDITIONAL 100% COUNTIES

Listed below are the counties that have faculties enrolled for 100% in the MSTA. These are in addition to those listed in the January, 1955, issue.

County	Superintendent
Crawford	J. H. Brand
Douglas	James Russell Felton
Lincoln	Mrs. Cleo Scheer
Newton	C. M. Robinson
Platte	Fred Eberwein
Shannon	Floyd J. Smith
Worth	Kenton Thompson
Buchanan	Leonard Jones

ART EDUCATION CONVENTION

"A Frontier for Freedom" is the keynote theme of the biennial National Art Education Association's conference April 11-16 at the Hotel Statler in Cleveland. The association, a department of NEA and largest of its kind in the world, expects an attendance of nearly 2000 art educators.

Many prominent persons will speak, and other significant features will be the two-day preconference workshop, to tackle problems of art education at local levels, and the Festival of Arts, which this year will be a production of Cleveland schools to demonstrate a picture of arts as cultural media.

HOME ECONOMICS ASSOCIATION MEETING

The annual state meeting for home economists will be held in Jefferson City, March 25 and 26. The Missouri Hotel has been designated as the headquarter hotel.

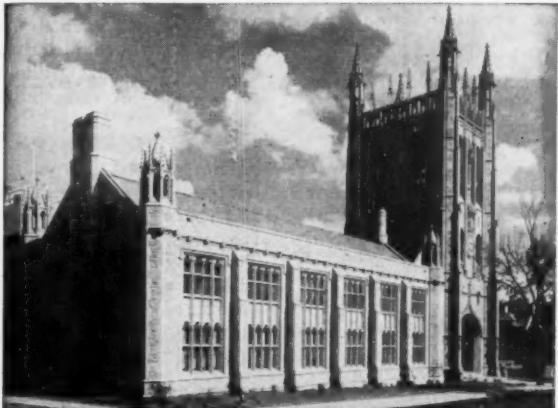
Guest speakers for the meeting include Hubert Wheeler, Commissioner of Education, Jefferson City, Dr. Johnnie Christian, Program Specialist, U. S. Office of Education, Washington, D. C., Miss Beth Peterson, Home Economist, Dupont Company and Miss Margaret Dudley, Associate Professor of Education, University of Kansas City.

The college club girls will be in charge of the luncheon Friday noon.

A most interesting dinner program is being planned by Mrs. Thelma Harris of Jefferson City, Program Chairman, and her committee for Friday evening at 6:30 in the Ballroom of the Missouri Hotel.

Miss Ruth C. Alexander, State Director of Home Economics Education, is president of the Missouri Home Economics Association.

THE UNIVERSITY OF MISSOURI 1955 Summer Session



MEMORIAL STUDENT UNION
(Completely Air-Conditioned)

CALENDAR

June 13—Monday, Registration and Orientation

June 14—Tuesday, Classwork begins

August 5—Friday, Summer Session Commencement, 8:00 p.m.

THE SUMMER SESSION PROGRAM

The program has been planned to meet the particular needs of summer students. The facilities of the University will be available for students who may be interested in summer study. In addition to more than 600 graduate and undergraduate courses, the offering will include conferences, lectures, workshops, and recreational opportunities.

OPPORTUNITIES FOR TEACHERS

The unprecedented demand for well qualified teachers makes this an exceptionally good time to begin or to continue a program of teacher education.

For information about the Summer Session write to:

DIRECTOR OF THE SUMMER SESSION

107 Hill Hall

University of Missouri—Columbia, Missouri

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ASSOCIATION OF STUDENT COUNCILS TO MEET

The Missouri Association of Student Councils will meet March 11-12 in Eldon for their annual convention. The major activity will be the planning of the organization's second Student Council Workshop, to be held sometime in August at the University of Missouri.

Dr. Harry C. McKown will be guest speaker and consultant for the March conference. Each member school may send three delegates and a sponsor, and the registration fee for each delegate will be \$4.25.

Missouri is the only state which sponsors an annual summer student council workshop, and one of two states where the state student council executive secretaries were invited last year to attend annual meetings of the State Associations of Secondary School Principals. The latter organization is sponsor of the Association of Student Councils.

For additional information, write Miss Nona Hyde, Trenton Highschool, Trenton, Mo.

BELLE SCHOOL LOOKS TO FUTURE WITH STUDENT TEACHERS

In response to the urgent need for elementary teachers throughout the country we, at Belle, are introducing a new training course we hope will encourage graduating seniors to consider a teaching career.

The students participating will receive no credit toward graduation, but will observe and learn some of the problems and advantages of the classroom teacher before accepting or discarding the profession. Most of us remember our student-teaching courses in college when we would have been happy to have had some idea beforehand of what such courses involved.

Before acceptance, interested high-school seniors are carefully screened on scholarship and personality, and are interviewed by the superintendent. He determines the extent and quality of their interests and attitudes toward children and teaching. Curiosity seekers are eliminated. Those selected must show definite promise. After acceptance, they are presented and assigned specific rooms under the regular classroom teacher. She will direct and supervise their activities during the one-hour period allotted. At no time are they left without supervision.

Though the program is still in its infancy here at Belle, we have already seen evidence that it will be beneficial to both the prospective and regular teachers. Since our teachers are, almost without exception, overloaded on a pupil-teacher basis, the student-teacher can be assigned small groups of either abnormally slow or fast students and thereby can give attention to individual instruction adapted to the needs of the group.

Such attention could not be given to any great extent before we inaugurate

ated the new program. Both teachers and students are enthusiastic about it. School Board approval was unanimous when the merits of the program were explained by W. J. Birch, Superintendent.

'FOLLIES' SWELLS SCHOLARSHIP FUND

Proceeds from "Faculty Follies," presented for two nights recently by the Ritenour Classroom Teachers Association, Overland, in the Ritenour

Senior Highschool auditorium, swelled the association's scholarship fund to \$3,300.

Interest from the fund, which, like the follies, is two-years-old, is used to provide a \$100 scholarship each year for a Ritenour graduate entering teachers education.

About 50 teachers participated in this year's program, a parody of American historical events. About 1750 persons attended, and net proceeds were \$1200.



Unique "Soundbook" —a vivid aid to study of songbirds

New teaching aid from Cornell University Laboratory of Ornithology has a recording of the melodies of 24 songsters most common in this country, true-life photos of each, description, memory phrases and stories.

Here's a new kind of bird book called SONGBIRDS OF AMERICA in Color, Sound and Story. It includes a high fidelity recording of 24 bird songs heard around your home and countryside (by the eminent audio engineer, Dr. P. P. Kellogg).

Also you have photos of each bird, in beautiful color, taken in its natural habitat (by the renowned bird authority, Dr. A. A. Allen).

Class listens and identifies each bird by its faithful color picture; and

reads about it, where it lives, what its size and habits.

Memory phrases, amusing and phonetic, help fix the songs in the mind. For example, the Warbling Vireo sings "Iggley pigelly wiggly pig"; the White-throated Sparrow sounds as if singing, "Pure-sweet—Canada—Canada—Canada" or "Poor Sam Peabody—Peabody—Peabody." Fun to learn.

Besides the recording, pictures and descriptions, are fascinating commentaries on birds; flyways; story of usefulness to man, color magic, ways of birds; how to attract with houses, food, etc.; how to make own recordings and photos in the field. And for further study are listed 49 books, periodicals, bulletins, recordings.

For soundbook described—SONGBIRDS OF AMERICA in Color, Sound and Story produced by CORNELL UNIVERSITY, published by BOOK-RECORDS, INC. of N.Y., City, write CHICAGO NATURAL HISTORY MUSEUM, Chicago 5. State which recording you want—33 1/3 or 45 R.P.M. Complete book, \$4.95, postpaid.

How chewing tasty Wrigley's Spearmint Gum helps you relax

It's just a simple fact that chewing helps relieve tension. So it is, when you chew healthful, delicious Wrigley's Spearmint Gum, it helps you ease down and relax. Just try it tonight. See for yourself. Enjoy daily. Millions do.



POLIO PREVENTION

Dr. D. F. Luckey, Tarkio, in a new pamphlet "Polio" credits an article published last February in "School & Community" with saving 600 persons in Missouri from polio infection.

The purpose of the new pamphlet, as was that of the article, is to urge—in fact, demand—that school administrators take responsibility for teaching youngsters how to avoid conditions ideal to polio. In Atchison County, Dr. Luckey's home, cooperation of school, city and county officials in an educational program have practically eliminated polio.

Most states adjoining Missouri showed increased polio rates, while

polio cases reported in Missouri in 1954 were 216 below the 1953 count. Dr. Luckey credits this to educational programs in schools, encouraged by "School & Community."

The pamphlet, which contains many valuable suggestions for polio prevention, will be mailed to every county school superintendent in Missouri shortly after March 1. It will be in a plain, unsealed envelope.

NEW SCHOOL IN ROCK CREEK

The newly-constructed East Rock Creek School, Independence, is now occupied by two first grades, two second grades and two third grades,

according to Tom D. Korte, superintendent. Next September additional grades will occupy classrooms.

The building, modern in every respect, contains nine classrooms, teachers lounge, office space, multipurpose room and stage, cafeteria, kitchen, clinic, activity and storage rooms and a fireproof boiler room.

The school sponsored an open house Jan. 30.

DEATHS

ANNA MAY NOLLNER

Anna May Nollner, English teacher, Maplewood-Richmond Heights High-school for 30 years, died December 27, 1954.

KATHERINE JOHANN

Katherine Johann, first-grade teacher at Osage School, Kirkwood, died November 4, 1954. She had taught in the Kirkwood District for the past 12 years and in Cleveland, O. 12 years.

CARL LEWIS COSEL

Carl Lewis Cossel, 44, a Scotland County teacher, died Sept. 9 after an automobile accident near Queen City. At the time of his death he had completed five years as instructor at North Barker District 7 in Downing.

He attended Iowa highschools and was graduated from Northeast Missouri State Teachers College in Kirksville. He served in the Army from 1942 to 1945.

MRS. GRACE CHANCELLOR

Mrs. Grace Chancellor, 62, for many years a teacher in Scotland County rural schools, died Jan. 1 at her home in Greenburg. Mrs. Chancellor was teaching until her last illness.

She is survived by her husband, John R. Chancellor, and nine children.

She was graduated from Hannibal-LaGrange College and Kirksville State Teachers College.

MISS NELLE SMITH

Miss Nelle Smith, principal of Holland School, Springfield, passed away January 19. Miss Smith, who was a former president of the Southwest Missouri Teachers Association, had been a member of the Springfield Public Schools instructional staff since 1928.

She graduated from Central High School in 1926. Miss Smith received her bachelor's degree from Southwest Missouri State College in 1938 and her master's degree from Columbia University, New York City, in 1951.

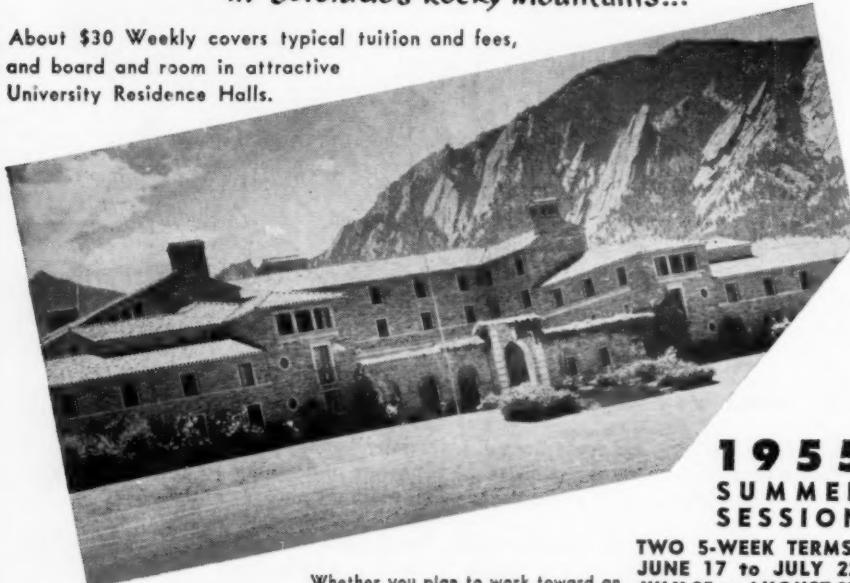
JOSEPH C. ADAMS

Joseph Clinton Adams, 70, for many years a teacher in Franklin and Gasconade Counties, died Jan. 2. He had

Summer School

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About \$30 Weekly covers typical tuition and fees,
and board and room in attractive
University Residence Halls.



Whether you plan to work toward an advanced degree, take refresher courses, do make-up work, or accelerate your course of study, the University of Colorado is a logical choice because of its excellent facilities and ideal climate.

In addition to regular courses, an extensive program of workshops, conferences, and institutes is offered in school administration and other areas of education, and in creative writing, mathematics, speech, languages, and other fields. Many cultural opportunities, including exhibitions, concerts, and public lectures, are provided by the University's summer-long Creative Arts Festival.

The University's own Recreation Department has a program especially planned to give students

opportunity to enjoy this scenic Rocky Mountain region. Located in view of snow-capped peaks and within walking distance of mountain streams and trails, the University of Colorado offers an unusual combination of educational and recreational advantages. Boulder's climate is unsurpassed with bright days and cool nights.

Come to the University of Colorado this summer. Enjoy study and recreation with fellow students from every part of the nation.

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farmed for a number of years after leaving the teaching profession.

His teaching included terms at Liberty, Little Creek, Anaconda, Gerald, Oakfield and several other schools. He was educated in the Adams Rural Elementary School, secondary schools in Union and Washington and the present State College at Cape Girardeau.

PAULINE HUMPHREYS

Miss Pauline A. Humphreys, 69, former head of the department of education at Central Missouri State College in Warrensburg, died following a heart attack Jan. 25 in Warrensburg.

She filled the position from 1924 to 1952, when, on retirement, she was titled "professor emeritus of education." In recent years, she also served as chairman of the teacher education division and later as director of the college's testing service. Before coming to Warrensburg, she was special psychologist at the Ethical Culture School in New York.

She received an M.A. degree at Columbia University, and later studied at Vienna, Harvard, Pittsburgh, Stanford University and the Carnegie Institute.

For 10 years she was listed in Who's Who in Education; she had been president of the Missouri State Teachers Association; founder of Delta Kappa Gamma, national organization for

women teachers; organized in Missouri the first chapter of the Future Teachers of America; and had been national vice-president of Kappa Delta Pi, national scholastic honorary.

OUR TEACHER

Again The Teacher has rung the "last bell." Roll has been called. Our teacher has answered "Present." Her "assignment has been handed in and she is confident a commendatory "mark" will be placed on the "work" she has submitted.

Miss Humphreys lived carefully. She was alert to the fact that "Everyone lives twice, once in reality and once in memory; therefore everyone should live carefully."

Now, that we, her pupils, know our teacher only through the medium of memory, may we recall C.M.S.T.C. experiences. Surely we see Miss Humphreys as pupil, student, scholar; pupil, in that she was eager to learn from others; student, in that she exerted her best efforts, went beyond meager requirements, assigned herself to vast issues; scholar, in that she was not afraid to delve into new theories and techniques that she might more effectively develop her potentialities into genuine actualities. How poignant was her admonition, "Remember, ladies and gentlemen, you must keep pace with progress; but, never lose sight of

the fact that you are teachers of boys and girls."

As The Teacher "calls the class to the front of the room to recite," can we not hear Miss Humphreys, our teacher, as she says with George Eliot: "Oh, may I join the choir (class) invisible

Of those immortal dead who live again
In minds made better by their presence."

Or with Maria Theresa:

"I am not asleep;

I wish to face death awake."

Yes, thoughts of our teacher are like Sara Teasdale's:
"Golden coins stamped in the mint
of memory."

Ben C. Butler, '33.

FRANCIS B. MCCLURE

Francis B. McClure, recently appointed superintendent of schools of St. Charles County, died Dec. 5. Before his appointment, he taught and was librarian at the Francis Howell highschool.

He was superintendent of schools for 20 years at Elsberry, after holding successive positions as rural teacher, and highschool teacher and principal.

He received a bachelor of science degree from Kirksville State Teachers College, and did graduate work at George Peabody College for Teachers, the University of Missouri, the University of Wyoming and Washington University.

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SCHOLARSHIPS OFFERED FOR HABANA U.

Five tuition scholarships for the 1955 summer session at the University of Habana, Cuba, will be awarded by the Division of Education of the Pan American Union.

Requirements are: U. S. citizenship,

a B.A. or B.S. degree as of June, 1955, and a working knowledge of Spanish. Deadline for applications to the July 18-August 26 session will be May 15.

For application blanks and further information write: The Section of Educational Interchange, Division of Education, Pan American Union, Washington 6, D. C.

Spring Conference Mo. Business Teachers

Saturday, March 19, Columbia Education Bldg. University of Mo.

THEME: "Looking Ahead in Business Education"

8:45 REGISTRATION

9:30 GENERAL SESSION

Presiding—Charles E. Kauzlarich, President

Invocation—James C. Snapp, State College, Springfield

Greetings—Everett Keith, Executive Secretary, MSTA

Address—"Business Looks at Business Education," O. "Happy" Day, Training Manager, Butler Mfg. Co., Kansas City

10:30 SECTIONAL MEETINGS

Shorthand (207 Hill Hall)

Chairman—Mrs. Mary Wagner, Maryville

Speaker—Charles E. Zoubek, Gregg Publishing Co.

Typewriting (307 Hill Hall)

Chairman—Mary Massey, Herculaneum

Demonstrator—Susan Thias, IBM, St. Louis

Basic Business Subjects

Chairman—Thomas Halstead, St. Louis

"Personal Economics for Everyone, Even Teacher"—Gladys Bahr, Stephens College

12:00 LUNCHEON

(201-202 Memorial Student Union)

Granting of Awards

"You, too, Can Sing"—

D. R. "Dynamite" Alexander, Traffic Manager, Union Pacific RR, Kansas City

1:45 SECTIONAL MEETINGS

Shorthand (207 Hill Hall)

Chairman—Marie Hord, Independence

Speaker—Charles E. Zoubek

Typewriting (307 Hill Hall)

Chairman—Minnie Baker, Kansas City

Demonstrator—Susan Thias

LONG TENURES IN HICKORY COUNTY

An average tenure of 15.1 years for teachers in Hickory County has been reported by Nannie Jinkens, county superintendent of schools. Cross Timbers School has the highest average, 22.2; and Wheatland the lowest, 11. This average includes three teachers who began only this year, two in elementary schools and one in a high school.

Five city superintendents in the county have an average of 178.5 hours of college credits. The highest among teachers is 139.4 at Hermitage.

WORKSHOP MARCH 11-13 FOR EDUC. SECRETARIES

The annual workshop of the Missouri Association of Educational Secretaries will be on the Central Missouri State College campus, Warrensburg, March 11-13.

The association was organized in 1940 to afford an opportunity to the educational secretary to increase her general knowledge and information, improve office skills and understand her relationship to the total school situation.

The theme will be "Good Schools are the Business of Educational Secretaries."

An arrangement has been made to house the secretaries and to serve meals in residence halls on the campus, according to Mrs. Dolores Mansur Kitterman, secretary to the president of Central Missouri State College and chairman of the workshop committee.

The president of the association is Mrs. Myldred Crain of Boonville.

WRITING CONTEST

The deadline for submitting material for "Missouri Youth Writes," annual booklet of outstanding book reviews, travel sketches, informal essays, descriptive sketches, literary appraisals and verse by Missouri highschool students, will be March 5.

One prose selection, of 500 words or less, and one poetry selection, of 30 or fewer lines, may be submitted for each 50 students enrolled in the highschool. Students of the same class will be rated with one another. Preliminary eliminations are the responsibility of the highschool.

The booklet will go to the printers April 1.

Entries should have clipped to them on a 3 by 5-inch card: the student's name, title of article, specification of prose or poetry, class in highschool, teacher, number enrolled in highschool and address of highschool.

Material should be sent to Agnes Slemons, Chairman, Creative Writing Booklet Committee, State Teachers College, Kirksville, Mo.

TEACHERS NEEDED OVERSEAS

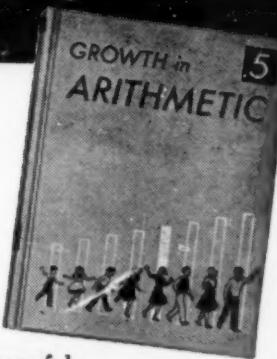
Recruiters will be at United States Engineers Office, 10 East 17th St., Kansas City, Feb 22-24, and at St. Louis University, March 11-12, to interview teachers interested in positions to teach American children in France and Germany.

About 700 teachers, especially for primary and lower grades and specialists in music, guidance, library science and athletics, are needed for 105 schools. The drive will end March 16. Detailed information is available from the Overseas Affairs Division, Office of Civilian Personnel, Office of the Secretary of the Army, Old Post Office Building, Washington 25, D. C.

Requirements are: Age 25-55, American citizenship, A.B. or B.S. or equiva-

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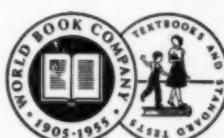
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New Books

Reading Roundup, for Grades 7, 8 and 9, by Paul Witty, Miriam E. Peterson and Alfred E. Parker, D. C. Heath and Company, Boston, 1955. Price, \$3.00.

Algebra. Course 1 and 2, by Howard F. Fehr, Walter H. Carnahan, and Max Beberman, D. C. Heath and Company, Boston, 1955. Price, \$3.00.

English in Action. Course 1, 2, 3 and 4, by J. C. Tressler and Henry I. Christ, D. C. Heath and Company, Boston, 1955. Price: Course 1 and 2, \$2.96; Course 3 and 4, \$3.12.

Breastplate and Buckskin, by George E. Tait, Chas. A. Bennett Co. Inc., Peoria, Illinois, 1954, 235 pages. Price, \$2.24.

Missouri Under the Constitution, by Robert F. Karsch, Lucas Brothers Publishers, Columbia, Mo., 1954. Price, \$1.15.

Homelands of the Americas, by Ernest L. Thurston and Grace Croyle Hankins. Iroquois Publishing Company, Inc., Syracuse, New York, 1954, 472 pages. Price, \$3.96.

Homelands of the World, by Ernest L. Thurston and Grace Croyle Hankins. Iroquois Publishing Company, Inc., Syracuse, New York, 1953. 280 pages. Price, \$3.36.

I Know Numbers, Primer, by David H. Patton and William E. Young. Iroquois Publishing Company, Inc., Syracuse, New York, 1954. 64 pages. Price, .36.

Numbers Are Fun, Book One, by David H. Patton and William E. Young. Iroquois Publishing Company, Inc., Syracuse, New York, 1954. 96 pages. Price, .52.

We Use Numbers, Book Two, by David H. Patton and William E. Young, Iroquois Publishing Company, Inc., Syracuse, New York, 1954. 128 pages. Price, .60.

Science for Work and Play, by Herman and Nina Schneider, D. C. Heath and Company, Chicago 16, 1954, 154 pages. Price, \$1.68.

How to Become a Better Reader, by Paul Witty, Science Research Associates, Chicago 10, 1953, 304 pages. Price, \$4.16 (clothbound); \$3.08 (paper-bound); 25 per cent discount on quantity order of 10 or more.

Schools in Transition, by Robin M. Williams, Jr. and Margaret W. Ryan, University of North Carolina Press, Chapel Hill, N.C., 1954, 272 pages. Price, \$3.00.

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with blue. Any school interested in purchasing the uniforms should contact: Office of the Superintendent, Green City School District R-1, Green City, Mo.

NEW OFFICERS OF TEXTBOOK ASSOCIATION

New officers for the Missouri Textbook Men's Association have been announced. They are: President, Forrest Moore; first vice-president, W. Lee Burney; second vice-president, Fred King; member executive committee, Walter Reaves.

Hold-over officers are two executive committee members, Hubert Gramstand and Ben Beeson, and the secretary-treasurer, Don Chaney.

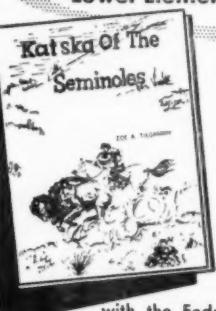
LAND PURCHASED FOR NEW SCHOOL AT WEST PLAINS

A 50-acre tract of land has been purchased by the West Plains Board of Education as a site for a future Senior highschool, Superintendent C. W. Farnham announced Jan. 24, at a cost of \$27,000.

A bond issue for the building is expected to be submitted to voters sometime this year. The new building, according to board plans, would house grades 10, 11 and 12. Grades 7, 8 and 9 would use the present senior highschool and the present Central Junior highschool, described as "beyond reasonable repair," would be abandoned.



Katska Of The Seminoles
by
Zoe A. Tilghman



with the Federal Government that forced their removal to Oklahoma.

HARLOW
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These three Missouri secondary school physics teachers were 1954 winners of General Electric Science Fellowships. (L to R) Arthur H. Buddemeyer, St. Louis; Nolan Rutledge, Marshfield; and Marshall A. Arky, University City. The fellowships, granted annually, are for a six-weeks all expenses paid study of recent developments in atomic and nuclear physics and a review of basic physics concepts. The course is given at Case University in Cleveland, Ohio. About 50 fellowships are available to Middle-Western physics teachers in secondary schools. For further information, contact Leonard O. Olsen, Professor of Physics, Case Institute of Technology, University Circle, Cleveland 6, Ohio.

STATISTICS COMPILED ON SMALL HIGHSCHOOLS

A survey of Missouri Highschools with enrollments between 100 and 120 was recently conducted by Rene D. Hunt, Superintendent of Schools at Brashcar. Fifty-three questionnaires were mailed, and statistics were compiled for 39 schools that responded.

In making the survey, Supt. Hunt stressed he would make the figures available only as an aid to school administrators. School names were not released with the final statistics.

The average highschool of 100-120 pupils has 7.5 class periods each day, each about 45 minutes in length. It has seven study halls, but 71 per cent of the average of 7.7 teachers in each highschool like class periods better than conducting study hall.

Sixty-one per cent of the school administrators feel that most disciplinary problems come from study halls, and from 90 to 100 per cent want few and small study halls. The average number of pupils in each study hall is 26.

Teachers in these small highschools do a good job of supporting teachers' organizations: 70 per cent attend district teachers' meetings, and 56 per cent go to the state meetings.

Eighty per cent have a functioning principal, but only 43 per cent have a functioning elementary principal. Sixty-one per cent employ a full time secretary; 17 per cent a part-time secretary.

The superintendent gets an average salary of \$4889, ranging from \$3600 to \$6040. The principal receives about \$3372. Other salaries: elementary principal, \$2671; vocational agriculture, \$3849; vocational home economics, \$3030; general home economics, \$2760; industrial arts, \$3011; and music, \$3460.

The average salary for teachers is \$2862. The coach gets about \$3260, but usually has to teach one or two other subjects, generally social studies.

The elementary teacher with a degree gets about \$2354. With no degree, she gets an average of \$2198.

Seventy-five per cent of the schools with between 100-120 pupils play football. Athletics are self supporting in 94 per cent. Eighty-four per cent hold practices during a regular class period, and 85 per cent also have after school athletic practices.

The average salary for bus drivers is \$900; for janitors, \$2193. Ninety-four per cent have a school lunch program and 83 per cent a milk program.

Seniors have a play in 94 per cent of the highschools, a senior trip in 86 per cent, senior banquet in 81 per cent, and junior-senior banquet in 53 per cent. Sixty-two per cent of the senior trips are taken in Missouri, but only 55 per cent of the school administrators believe a senior trip to be worth the time and trouble.

Money earned by seniors is generally used also to pay baccalaureate and commencement speakers.

Seventy-five per cent of the schools

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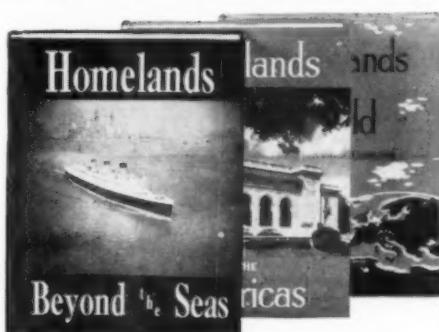
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have a PTA and 56 per cent have regular faculty meetings, usually every three weeks.

Ninety-two per cent publish a yearbook and 61 per cent a school paper which comes out every three weeks. The paper's circulation is about 200 copies. Thirty-three per cent publish some sort of handbook.

The clubs most students belong to in small highschools are FHA, FFA, Pep Club, and Student Council.

CHILDHOOD CONFERENCE

The 1955 Study Conference of the Association for Childhood Education International will be April 11-15 in Municipal Auditorium of Kansas City, Mo. The theme is "Focus on Children."

Nine study groups plan panels, talks and discussions on these phases of helping children: helping develop basic skills, mental health, creative experiences, community inter-relationships, environment for learning, actual learning and necessary values.

Branch forums and branch problem discussions will center on methods of carrying out the 1955-57 Plan of Action. State and regional dinners have a place on the program, as do school visiting, excursions and many other activities during the four-day meeting.

Pre-conference registration by mail is \$10 and \$4 for undergraduate students. Late registration April 9-10 in Kansas City will be \$11 and \$4.50.

For further information or full program write the Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D. C.

INTEGRATION OF MINORITIES

Advice for educators on the problem of integration of minority groups is the subject of a 124-page pamphlet, "Education in a Transition Community," released recently by the National Conference of Christians and Jews.

With public schools primarily in mind, the author, Dr. Jean D. Grambs, former assistant professor of educational sociology at Stanford University, includes facts and ideas to help administrators, teachers, parents and community leaders choose wise policies. She feels the problem is critical today as school systems are legally obligated in many areas to integrate all students and teachers in a single system.

The pamphlet, ninth in a series of intergroup education pamphlets published by the commission on educational organizations of the NCCJ, may be ordered from: The National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y. Price, 25 cents.

SUMMER STUDIES OFFERED IN BRITAIN

Graduate students or well-qualified junior and senior under-graduate stu-

dents will be offered next summer special six-week courses in Great Britain at Oxford University, Stratford-upon-Avon, London and Edinburgh, the Institute of International Education has announced.

The Edinburgh School will trace the development of modern western civilization as its course work. In London, a study of the 17th and 18th centuries will be made. Courses at Stratford-upon-Avon will focus on Shakespearian and Elizabethan drama, and politics and literature will be the course-matter at Oxford.

A limited number of scholarships are available. Award and application forms, due March 28, may be secured by request from the Institute of International Education, 1 East 67th St., New York 21, N. Y., or at any Institute regional office. Successful candidates will receive passages on Cunard ships.

MIT OFFERS SCIENCE FELLOWSHIPS

Highschool or preparatory school science teachers holding college degrees may compete for chemistry, physics or biology fellowships to attend a six-week review and survey program next summer at the Massachusetts Institute of Technology.

Fifty \$250 fellowships will be available. All applications must be filed by April 1 for the session from June 27 to August 5. For further information or application blanks, write Summer Session Office, Room 7-103, Massachusetts Institute of Technology, Cambridge 39, Mass.

ABOUT GRADES 7-8

Recognizing the need for a special study of educational practices for grades seven and eight, the national Office of Education, after intensive research, has compiled a valuable booklet for school supervisors, administrators and teachers.

Seventy-six schools were visited and the officers and seventh and eighth grade teachers observed and interviewed. A compilation of the material thus derived reports the characteristics and needs of the students, desirable programs, school practices, and ways schools work with parents and the community, all in relation to the seventh and eighth grade students. Some directions in which schools need further help are also indicated.

For a copy of "Educating Children in Grades Seven and Eight," send 35 cents to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

SOURCES GIVEN FOR ART EDUCATION

The 1954 yearbook of the Eastern Arts Association is now available for purchase by non-members. Entitled, "Sources and Resources for Art Education—1954," its contents include 192 pages and 17 photographs taken in

whole or in part from addresses and discussions of the organization's 1954 convention.

Films, television, books, prints, the theater and museums are discussed as art sources. Large sections deal with uses of resources and artist-teacher demonstrations, plus modern practical uses, problems and thought.

Some copies of the 1952 yearbook, "Art Education in a Scientific Age," are also available.

Send orders for either to Mrs. Lillian D. Sweigart, Secretary, The Eastern Arts Association, State Teachers College, Kutztown, Pa. Price for each book, \$3.

SCHOOL REVEALS SHRINKING WORLD

A demonstration of how the shrinking world has affected the small community school was revealed recently by Catherine Tindel, second year teacher at Cabool Elementary School.

Only twelve of her second graders were born in Cabool. Nine began life in other parts of Missouri. Two were born in Illinois, two in Rhode Island, one in Arizona, one in California, one in Kansas, and one in New Jersey.

One student was born in Hodiak, Alaska, and the last came all the way from Heidelberg, Germany.

Thus, of 31 students in the classroom, 19 had come into this community from some other part of Missouri, some other state, or another country.

Legislation

(Continued from Page 16)

Senate Bill No. 203, introduced by Senator Crain and others, relating to disposition of sixteenth section school lands, is in the Senate Education Committee.

Federal Aid for School Construction

Prospects for early action on a substantial school construction aid bill in the Senate increased during recent days.

Have you contacted your Congressman? Let Senators Symington and Hennings know their efforts are recognized.

The country is now short more than 300,000 classrooms. A recent study indicates that Missouri needs 9,750 additional classrooms by 1960 at a cost of \$195,000,000. Where is the money coming from? Many communities are already bonded to the constitutional limits.

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\$1100 CONTRIBUTED TO BUNKER HILL

The Saint Louis District Teachers Association has contributed \$1100 for the construction of a modern cottage at Bunker Hill Ranch Resort.

Word was received on January 24, from Miss Julia Schmidt, President of the Saint Louis District Association.

The contribution is truly significant and likewise important is the encouraging underlying professional spirit manifested by it.

Work on the cottage was begun February 1 and completion is assured by May 1 when the Resort opens for the season.

SCHOOL ADMINISTRATORS NAME STATE OFFICERS

New officers were elected by the Missouri Association of School Administrators at a business meeting Jan. 17 in Columbia during the organization's annual winter conference.

The new president, A. L. Crow, Jefferson City superintendent of schools, moved to the post from the vice presidency in accordance with the association's constitution. Ward Barnes, Normandy superintendent of schools, was elected vice president.

Earl Gray, superintendent of schools at Brookfield, was re-elected secretary and Wilbur Adams, superintendent of Carrollton schools, was elected to the executive committee.

LIBRARY LIST

The basis for a valuable, readable highschool library may be found in the "Annotated Bibliography for the Six-Year Highschool," prepared by Dr. Harry J. Siceluff, professor of education and Mr. J. Ray Scarborough, assistant professor of education and librarian at Greenwood highschool, both of the staff of Southwest Missouri State College.

A revision of a similar 1949 bibliography, it includes about 300 summaries of fictional books, plus lists of biographies, adjustment pamphlets, standard classics and prose and poetry collections.

For further information, write Dr. Siceluff or Mr. Scarborough in care of Southwest Missouri State College, Springfield.

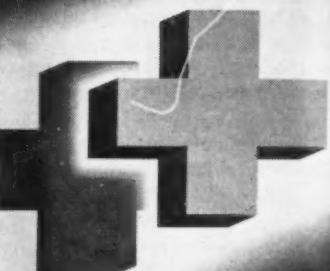
SOCIAL SENSITIVITY

"Literature and Social Sensitivity," published by the National Council of Teachers of English, seeks to define the probable behavior of two groups of adolescents in social situations.

The author, Walter Loban, University of California School of Education, believes reactions of teen-agers to situations in literature indicates their degree of human understanding which comprises sympathy.

The book reports the reactions of

answer the call



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two groups—one selected as highly sensitive to feelings of others, and one whose sensitivity was determined as correspondingly low—after they had studied selections of modern literature which were calculated to provoke sympathy or sentimentality.

Teachers of literature should be greatly concerned with readers' responses, says the author, as literature has the potential of increasing awareness of and discrimination among values.

Single copies are 50 cents, from the National Council of Teachers of English, 704 South Sixth St., Champaign, Illinois.

SECONDARY EDUCATION

"Factors Affecting the Improvement of Secondary Education" is a condensed record of a round table discussion December 7-9, 1953, in Washington, D. C., by 23 staff members of the Division of State and Local School Systems and the Division of Vocational Education of the Department of Health, Education and Welfare.

The report forms a critique of experiments within the last 30 years toward improvement of the entire field, or separate phases of, secondary education. The panel focused discussion on ways to improve secondary schools rather than desirability of particular changes.

The department feels, since all teachers and administrators have been affected by the experimentation, the study should provide a background for evaluation, and discussion of methods for improvement.

It may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 25 cents.

CARNEGIE UNIT ANALYSED

A comprehensive study of the Carnegie Unit, for 45 years the basis for measuring highschool students' progress, has been prepared by the U. S. Office of Education.

Authors of the 58-page booklet examined material extending from 1873

to the present. It examines the question of continued use or abandonment of the Carnegie Unit in relations to current educational problems.

Under the method, highschool pupils must earn a minimum of credits, usually 16, and each subject is pursued for set lengths of time each day, week and year. Although the system simplifies college entrance requirements, and is deeply entrenched in the American educational system, critics believe it has serious faults.

Copies of the provocative and timely statement are 25 cents, from the Superintendent of Documents, Washington 25, D. C.

ST LOUIS COUNTY DISTRICT CONTRIBUTES \$500 TO BUNKER HILL

The St. Louis County District Association recently gave \$500 for the general development of the Bunker Hill Ranch Resort. Mr. Emil Rohlfs, Treasurer of the District Association reports the above amount.

For several years sizable contributions of this kind have been forthcoming from the St. Louis County District. Their interest in the progress of the Resort has been high. To prove this, hundreds of teachers from the County vacation there each summer.

AUXILIARY ANNOUNCES ESSAY CONTEST

Teachers with more than five year's experience may submit 250-300 word essays on "Why I Teach" in the American Legion Auxiliary essay contest, which began Dec. 1 and will last until June 1. Mrs. J. Pat Kelly, National Auxiliary Security Chairman, announced recently.

Winners of five divisional contests will receive \$50 savings bonds. The first place entry will win a \$250 savings bond. Entries should be sent to the American Legion Auxiliary, 777 North Meridian St., Indianapolis 7, Ind.

The purpose of the contest is to encourage young men and women to enter teaching, says the Auxiliary.

LIVING WITH FEAR

The fears and anxieties of young people are clearly and optimistically discussed in a 48-page illustrated booklet, "What Are You Afraid Of?", recently published in Chicago. The booklet says fear is no shameful emotion, in most cases, but an alarm signal telling us to be careful, or warning of nearby physical danger.

The authors use modern psychiatric technics to analyze, in frank, helpful sketches, the everyday minor and major teen-age fears.

For copies, order from Science Research Associates, 57 West Grand Ave., Chicago 10, Ill. Price 50 cents, with discounts for orders of 20 or more booklets.

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RURAL EDUCATION YEARBOOK AVAILABLE

Ideas that work and can be made to work is the theme of the 1954 yearbook of the Department of Rural Education, entitled "The Community School and the Intermediate Unit."

The publishers and writers feel that the two units should have well integrated relationships to promote a better total educational program.

The contents include suggestions for the administrative work and curricula of a good educational program; services needed for pupils, teachers and the program; reviews of current studies; and ideas for adapting intermediate school units to community needs.

Paperbound copies are \$2.50; cloth-bound, \$3. Request from the Department of Rural Education, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

PEN PALS AVAILABLE

The International Friendship League of Boston gives students an opportunity to become acquainted with pen pals in more than 100 free dominions and territories. Names of foreign students who can read and write English have been sent to the league by their teachers.

The League's friendship program, which has won them a certificate of merit from the United States Information Agency, is little, if any burden on the teacher, says the League. Also, they report many foreign teachers desire to correspond with American instructors.

To obtain free application blanks for league membership, a pre-requisite to obtaining names of overseas pen pals, write: International Friendship League, 40 Mount Vernon Street, Boston 8, Mass.

MENTAL HEALTH

The role of the teacher in promoting mental health in school-age children is the subject of the latest booklet in a Department of Health, Education and Welfare series. Former booklets dealt with roles of the nurse, policeman, foreman-supervisor and social worker.

An intelligent approach by teachers is a must for healthy emotional development by children, says the booklet. It explains how teachers may help the child gain a sense of personal worth, accept his limitations, fill his need to belong and need for guidance, and accept and take responsibility for his feelings.

"The Teacher and Mental Health" may be obtained from the Superintendent of Documents, Washington 25, D.C. Price, 15 cents.

CITIZENS SURVEY SCHOOL NEEDS

"Citizens Survey Their School Needs" demonstrates how problems of

district reorganization were met by members of three adjacent school districts in Ohio when faced with possible consolidation or continued separate programs.

The 118-page booklet describes the committees' methods of gathering facts for intelligent recommendations. It presents a brief analysis of the citizens' survey progress, with special attention to critical points where progress can be blocked.

The publication is the first in a series of monograph reports of research and field activities of the School-Community Development Study, sponsored by Ohio State University.

Copies may be obtained from University Press, The Ohio State University, Columbus 10, Ohio. Price, \$2.



PRESS RELATIONS

Editors of the NEA American Association of School Administrators new booklet, "The Superintendent, The Board, and the Press," believe both schools and the working press—including newspapers, radio, and television—have similar responsibilities for informing, and exert great influence on public opinion.

Successful relationships with reporters and editors are essential to community understanding of the school's functioning and school boards' actions, says the pamphlet. Many ways are discussed to develop good relationships, including a two-page check list for news-worthy items.

Copies are 25 cents. Order from the American Association of School Administrators, National Education Association, 1201 16th St., N.W., Washington 6, D.C.

DUPONT GRANTS FELLOWSHIPS

The Institute for The Teaching of Chemistry, at St. Louis University, has been awarded an \$8,100 grant from the DuPont Company. It is divided into grants of \$4,500 and \$3,600: the first to provide 12 fellowships for summer work for high school and junior college chemistry teachers; and the second to provide two fellowships for academic year 1955-56, for candidates for master's degrees intending to teach science.

Each fellowship is to provide tuition and living allowances. Qualified applicants may write to: Dr. Theodore A. Ashford, Director of the Institute for

the Teaching of Chemistry, St. Louis University, St. Louis, Missouri.

The institutes program consists of: B.S. and M.S. degrees in chemistry teaching; and a six week summer program for M.S. degree candidates and in-service training of teachers.

PUBLIC EDUCATION

The story of the ideal and partial fulfillment of universal public education in America is the subject of a 104-page illustrated book, "Public Education and the Future of America," published Jan. 10, 1955.

The book, published by the NEA Educational Policies Commission, says the 1950's are similar to significant early areas of decision for public education—eras of concern, controversy and creativeness.

It describes the beneficial and democratic effects on the American people of public education, and forecasts its necessary future role.

Orders should be sent to the Educational Policies Commission, National Education Association, 1201 16th St., N.W., Washington 6, D.C. Cost \$1.50.

FOCUS ON CHILDREN

"Focus on Children" is the theme of the 1955 Study Conference of the Association for Childhood Education International, scheduled April 11-15 in Kansas City. The five-day meeting is for teachers, parents and other persons concerned with children age 2-12.

The group will visit and study teaching methods in Kansas City nursery, kindergarten, primary and intermediate schools, and will have consultations and discussions with authorities on child education.

The ACEI Plan for Action for 1955-57 will be presented for discussion and possible adoption. It is based on observed needs of children.

Registration—non-members are welcome—is \$10. Students may register for \$4. For further information write: Frances Hamilton, Executive Secretary, Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D.C.

CURRICULUM ADVICE

Two recent publications by the American Association of School Administrators focus on timely information and suggestions for improvement of curriculum and citizenship education.

"American School Curriculum" (the AASA 1953 yearbook) contains results of research on many curriculum plans. Suggestions and talking points are given for interpreting the school's program to parents and patrons, and for practical curriculum improvement drives.

"Educating for American Citizenship" (AASA 1954 yearbook) faces honestly the teaching of current controversial

issues, says the Association. It also demonstrates how today's youngsters are learning to be good citizens.

Price, \$5 per copy. Send to the American Association of School Administrators, 1201 16th St., N.W., Washington 6, D.C.

FINANCING EDUCATION

Financing public education is discussed in two booklets, "Financing Public Education in the Decade Ahead," and "How Do We Pay for Our Schools," released in December by the National Citizens Commission for the Public Schools.

The first booklet, by Beardsley Ruml, author of the pay-as-you-go income tax plan, estimates the future national income and increase in the school-age population. It points out that public schools may need 10 billion dollars more to maintain adequate educational standards than the 10 billion dollars now spent.

The second booklet shows how education costs relate to other public service costs, where needed and obtained, and how school money is now spent.

Copies of both are available, without charge, from the National Citizens Commission for the Public Schools, 2 West 45th St., New York 36, N.Y.

HURRICANE EXCHANGE

Hurricane nomenclature inspired an amusing exchange recently between Edna Herder, elementary secretary of Pitman School, to Hazel Hawkins, secretary in the superintendent's office of the Kirkwood Public Schools.

Seeing "Hurricane Hazel" covering pages of newsprint with disaster stories, the namesake of the earlier wind penned this appraisal to the superintendent's secretary.

Dear "Hurricane Hazel"

It looks as though you are going to raise more havoc than "I" did.

"Hurricane Edna"

PLANNING TOMORROW'S SECONDARY SCHOOLS

The critical need for nation-wide secondary school expansion is the subject of "Planning for Tomorrow's Secondary Schools," a summary of a planning conference held last summer at Stanford University.

Information and ideas for materials and designs adequate for any expanding secondary school group are presented. Consultants included noted engineers, architects, educators and lay groups. The relation of physical plant to educational program is stressed.

The publication demonstrates how schools may be constructed to keep pace with modern trends in secondary training.

Copies are available at \$4 each from the Stanford University Press, Stanford, Calif.

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99. **On the Track of Some Good Teaching Aids?**—a revised edition of a catalog of free teaching materials on railroad transportation. One copy per teacher. (Association of American Railroads.)

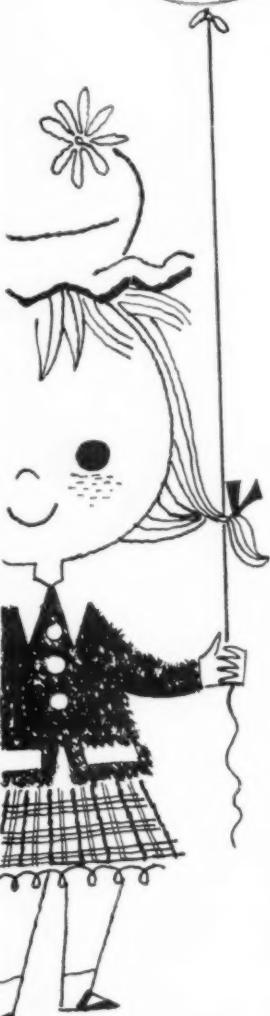
100. **1955 Summer Session Bulletin.** A description of the opportunities in graduate and undergraduate courses with special emphasis on the opportunities for teachers. (Duluth Branch, University of Minnesota.)

101. **Teaching the Social Studies in Today's World.** Three challenging articles make up this latest bulletin of **The Resourceful Teacher** series. (Silver Burdett Co.)

104. **1955 Summer Session Bulletin** lists more than 1000 undergraduate courses, opportunities for graduate study, and six special workshops and institutes. Also shown are recreational facilities, including symphony and other concerts, plays, excursions. (University of Minnesota, Minneapolis.)

20. **Reading Troubleshooter's Checklist.** If you teach pupils deficient in reading skills in grades 4 through 12, this valuable device will help you locate the source of their difficulty and suggest steps and materials to bring improvement. Tells you how to make fourteen simple checking tests that show up such difficulties as poor vocabulary, inability to blend sounds, weak identification of vowel sounds, beginning consonant sounds, etc. (Webster Publishing Company.)

38. **Teaching With a Filmstrip.** A comprehensive booklet written by Margaret W. Divizia, Supervisor,



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Audio-Visual Sections of the Los Angeles City Schools. Shows how the use of filmstrips is improving instruction. Useful either with the SVE filmstrip of the same name or by itself. (Society for Visual Education.)

44. EBF—25th Anniversary Catalog Supplement describes many new films now ready for classroom use. (Encyclopaedia Britannica Films.)

79. France. This 24-page booklet, in color, with its charming cover and inside illustrations by well-known French artists, as well as beautiful photographs contains much helpful information on what to see and look for in various regions of France. (French National Railroads.)

HICKORY COUNTY TEACHERS TO MEET

Weaubleau School will be the host March 21 for the second banquet this year of the Hickory County Teachers Association. Lee Jones will speak and the school PTA will be in charge of the dinner.

RURAL-INDUSTRIAL CHILD GUIDANCE

A 300-page book, "Guidance in a Rural-Industrial Community," tells how Harlan County, Kentucky, plans with and for its boys and girls. Amber Arthur Warburton, executive secretary of the Alliance for Guidance of Rural Youth has compiled and authorized this study of a guidance program in a mining community.

The book describes two decades of development of theories and practices of child guidance, child study, and the role of the teacher and principal. It includes quoted opinions from 56 principals, 322 teachers, 1295 parents and other interested adults, and 3542 boys and girls.

For copies write the National Education Association, 1201 16th St., N.W., Washington 6, D.C. Its price: \$3 paperbound; \$4 clothbound.

40 YEARS YOUNG

There is an immense amount of unused talent among . . . persons more than 40 years old, and over 65," says Dr. Joy Elmer Morgan, retired director of NEA publications. Dr. Morgan and Willard E. Givens, retired executive NEA secretary, have formed the Senior Citizens of America Association to promote the well-being of this group of about 70,000,000 persons.

The organization, incorporated Oct. 12, will publish a magazine for its members (anyone over 40 may apply) entitled Senior Citizen. It will include many subjects of interest to persons in middle or old age.

Persons 65 or more may earn social security coverage by working a few hours each week for the Citizens, says Dr. Morgan. For information and for a free booklet "So You're Over 40," write 1701 16th St., N.W., Washington 9, D.C.

TO HEAD AASA

Paul J. Misner, superintendent of schools, Glencoe, Ill., has been chosen as president-elect of the American Association of School Administrators (AASA). He will serve in this capacity for the year beginning March 15, 1955, and will begin a one-year term as president on March 15, 1956.

SAVE SIGHT

Schools and industry are urged to take greater precautions against situations which aid the spreading of blindness in a pamphlet, "Save Your Sight," recently published by the Public Affairs Committee.

The incidence of blindness is increasing, according to the National Society for the Prevention of Blindness. One of every two cases of blindness could be prevented if proper practices were followed. The pamphlet lists 10 simple rules for protection of young children from eye injury.

Ninety per cent of industrial eye accidents could be prevented through wearing eye protective equipment, the author says. Medical research has done much to combat disease causing blindness. More money is needed for the study, if certain baffling eye diseases are to be stopped.

For a copy of "Save Your Sight," write the Public Affairs Committee, 22 East 38th St., New York, N.Y. Price, 25 cents.

Recent Opinions by the ATTORNEY GENERAL

TANGIBLE PERSONAL PROPERTY

Tangible personal property of individual should be assessed to the benefit of the school district wherein the owner of the property resides, even though such property itself be located in another school district within the same county.

RULE-MAKING

School board does not have authority under Section 163.010, Laws of 1953, page 436, to remove physically and mentally handicapped pupils from classes and buildings where normal pupils are taught by suspending or expelling handicapped child when such pupil has not been guilty of infraction of rules or his conduct does not demoralize school. However, a rule or policy of the board providing such handicapped pupils shall not be admitted to classes of normal pupils, but shall be taught separately in special classes or in their own home if rule or policy conform to Sections 163.310, 163.320, 163.340, and 163.350, RSMO 1949.

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It is possible to earn ten, five, or fifteen hours credit in the summer session. All work is approved by the State Department toward a Sixty Hour Certificate. The work at Southwest Baptist College will count toward a Special First-Grade Certificate which may be secured without having to take the County Examination.

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Mr. Orien B. Hendrex,
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Missouri State Teachers

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Columbia, Missouri

EDITORIAL

Foundation Program Improved

ON February 9 the Senate Education Committee started Senate Bill No. 3 on its way by reporting it out "do pass."

Open hearings were held on the measure on three consecutive weeks.

The committee before approving it recommended only two changes be made in the proposal.

One amendment, if approved by the Senate, would increase the proposed Foundation Program set forth in Senate Bill No. 3 by about six million dollars. It would bring the total proposed increase in state support to implement the bill to an estimated 22 million dollars according to figures released by the Legislative Research Committee.

The committee revision increased from \$65 to \$75 per pupil in average daily attendance the section of Senate Bill No. 3 that grants funds on a flat grant basis. Each school child in every district that levies the \$1.00 minimum tax rate would be eligible for this increase.

As originally introduced the bill would have benefited and strengthened the educational program of over 92% of the school children in this state. Now, by committee action this 92% figure will move up closer to the 100% score.

It is certainly heartening to see members of our State Senate sensing the needs of our schools and then acting to do something about it.

As the Foundation Program now stands it can be summarized as setting up a cooperative plan between the State and local districts to guarantee a Foundation Program that will have strength and quality.

The equalization quota of \$110 plus the \$75 flat grant plus the teacher incentive payment would provide a basic program of over \$190 per child in average daily attendance. A classroom of 30 pupils in average daily attendance taught by a teacher with at least 120 college semester hours would have available at least \$5,700 with which to provide a basic education.

This \$5,700 program would be based on local district effort of \$1.00. Funds from local tax effort above the \$1.00 could be used to supplement and improve the quality of the program.

Last year 30% of those graduating from teacher training institutions went to other states to begin their careers mainly because of Missouri's low salaries. Another 20% of the teacher education graduates went into other occupations or decided not to teach. We think Senate Bill No. 3 will reverse this tide and enable us to keep good teachers in Missouri.

Senate Bill No. 3 calls for \$22,000,000 more state support each year. At least 80% of this increase must go for teachers' salaries. It would take about \$16,000,000 annually to bring teachers' salaries in this state to the national average of \$3932 per year.

Eighty per cent of \$22,000,000 would provide at least \$17,600,000 that would have to be used for salary expense. Sixteen million would provide about \$612 per year increase for each teacher. Hence, under this program a new day would be dawning. We believe we could hold our capable teachers and start attracting competent recruits to the teaching profession.

If you believe in this program interpret it to all organizations in your community and ask them to see or contact their legislator. We hope Senate Bill No. 3 will have cleared the Senate and be ready for House action by the time this is received.

A Big Decision

A new national law makes it possible for teachers to come under the provision of the Social Security Act. Enabling legislation must be passed by the Missouri Legislature before Missouri teachers could be included. Senate Bill No. 186 provides that the Governor may authorize a referendum so teachers might vote to determine if they desire social security benefits.

The Legislative Committee of the Missouri State Teachers Association believes that the following two big safeguards should be incorporated into Senate Bill No. 186: (1) The bill should contain a declaration of policy as does the federal law to the effect that social security coverage shall in no way impair existing retirement systems; and (2) coverage should be mandatory and inclusive for all school districts rather than on an optional individual school district basis. In other words, all teachers in the school districts covered by the Public School Retirement System should be covered by social security or none should. The two above suggestions are strongly recommended by the National Education Association.

If Senate Bill No. 186 is approved by the Legislature with these suggestions, teachers by majority vote could decide if they desire coverage.